

**AN ANALYSIS OF READING COMPREHENSION  
QUESTIONS MADE BY ENGLISH TEACHER AT  
SMAN 2 SIDOARJO BASED ON BARRET'S  
TAXONOMY**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree  
of Sarjana Pendidikan (S.Pd) in Teaching English



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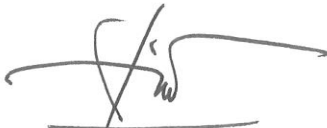
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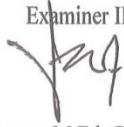
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## ABSTRACT

Rahma, Dian Novita (2019). *An Analysis of Reading Comprehension Questions Made by English Teacher at SMAN 2 Sidoarjo based on Barret's Taxonomy*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd and Dr. Mohammad Salik, M.Ag.

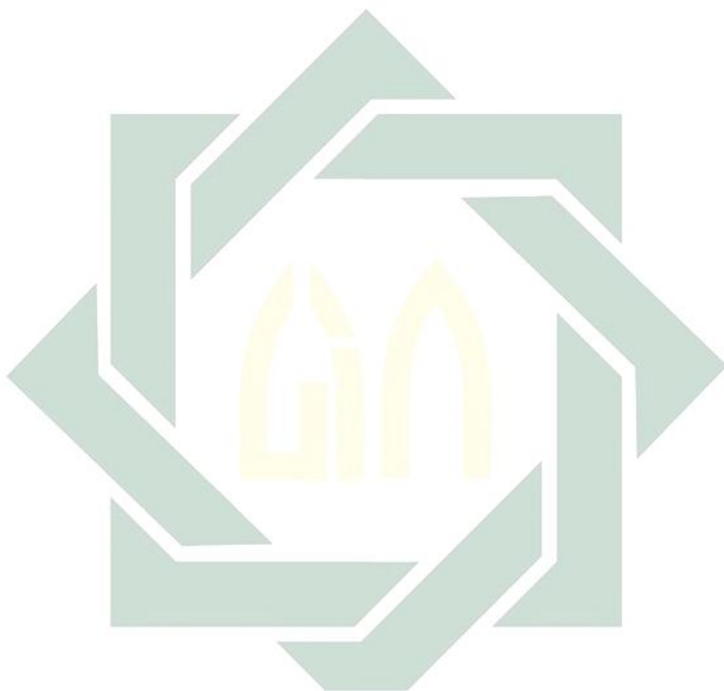
*Key words: reading comprehension questions, Barret's Taxonomy.*

The students' achievement in learning English is still measured by the final examination. In respect with the teacher's side, reading is most skill tested in the final exam (UN). To support this function, reading comprehension questions designed based on suitable taxonomy to fit with the criteria of good reading comprehension questions. As Dupuis assert that the students should be given all level of Barret's level of questions. It consists of literal, inferential, evaluation and appreciation.

The aim of this study is whether the reading comprehension questions on final test made by English teacher reflect criteria of Barret's Taxonomy or not and in what level dominant found it. Besides, it aims to classify into good reading comprehension questions. Content analysis is used in this study by analyzing 5 units which merely focused on reading comprehension questions. The checklist is in the form of yes / no questions.

In relation to the finding, from 137 reading comprehension questions classified from 5 units of A, B,C, D, E documents, the result analysis was found most of questions belong to the lower level (literal and inference) dominated than the higher level (evaluation and appreciation). There were 40 literal question types (29%), 87 were inferential question types (64%), 8 were evaluation (6%) and 2 were appreciation level of questions (1%). Besides, it found that unit D covered 4 levels Barret's taxonomy. The other units such as unit A, B, C, E merely covered 3 level of Barret taxonomy. In the other hand, the reading comprehension questions on unit A, B, C, D, E did not cover 4 level of Barret taxonomy in balance number, so then, those units classified as "moderate" reading comprehension questions.

Hence, teacher-made reading comprehension questions should be accordance with curriculum K-13 which measure high order thinking questions types. Besides, the teacher must design Final test by providing some question items that include HOTS and it is suggested to design LOTS and HOTS in balance number to be “ideal” as criteria of good reading comprehension questions.



## ABSTRAK

Rahma, Dian Novita (2019). *An Analysis of Reading Comprehension Questions Made by English Teacher at SMAN 2 Sidoarjo based on Barret's Taxonomy*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd and Dr. Mohammad Salik, M.Ag.

Kata kunci: pemahaman dalam pertanyaan bacaan, Taksonomi Barret.

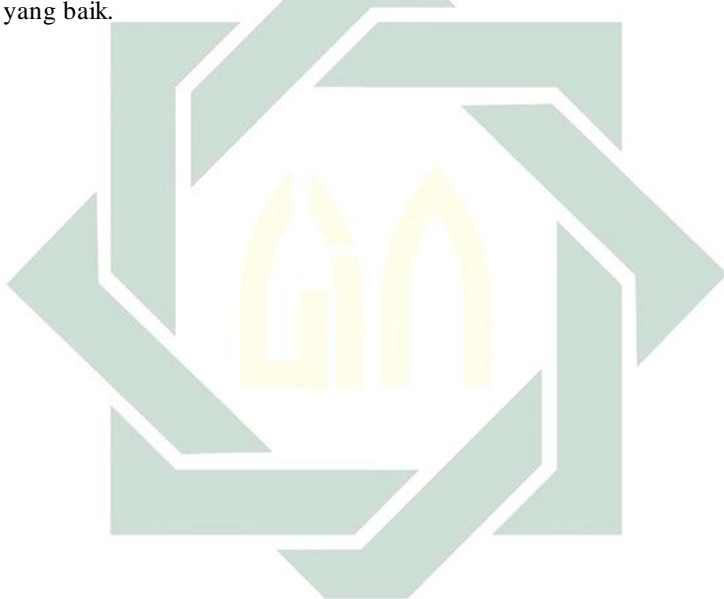
Pencapaian siswa dalam belajar bahasa Inggris masih diukur dengan ujian akhir. Sehubungan dengan sisi guru, membaca adalah keterampilan yang paling diuji dalam ujian akhir (UN). Untuk mendukung fungsi ini, pertanyaan pemahaman bacaan disusun berdasarkan taksonomi yang cocok agar sesuai dengan kriteria pertanyaan pemahaman bacaan yang baik. Dupuis menegaskan bahwa siswa harus diberikan semua tingkat pertanyaan berdasarkan tingkat dari Barret yang terdiri dari literal, inferensial, evaluasi dan penghargaan.

Tujuan dari penelitian ini adalah apakah pertanyaan pemahaman bacaan pada tes akhir yang dibuat oleh guru bahasa Inggris mencerminkan kriteria Taksonomi Barret atau tidak dan pada tingkat apakah yang banyak ditemukan. Selain itu, ini bertujuan untuk mengklasifikasikan menjadi pertanyaan pemahaman bacaan yang baik. Analisis isi digunakan dalam penelitian ini dengan menganalisis 5 unit yang hanya berfokus pada pertanyaan pemahaman bacaan. Sehubungan dengan hasil penemuan tersebut, dari 137 pertanyaan pemahaman bacaan yang diklasifikasi dari 5 unit dokumen A, B, C, D, E, hasil analisis ditemukan sebagian besar pertanyaan yang termasuk dalam level lebih rendah (literal dan inferensi) mendominasi daripada level yang lebih tinggi. (evaluasi dan penghargaan). Ada 40 jenis pertanyaan literal (29%), 87 adalah jenis pertanyaan inferensial (64%), 8 adalah evaluasi (6%) dan 2 adalah tingkat apresiasi pertanyaan (1%). Selain itu, ditemukan bahwa unit D mencakup 4 tingkat taksonomi Barret. Unit lain seperti unit A, B, C, E hanya mencakup 3 level taksonomi Barret. Di sisi lain, pertanyaan pemahaman bacaan pada unit A, B, C, D, E tidak mencakup 4 level taksonomi Barret dalam angka keseimbangan, jadi,



unit-unit tersebut diklasifikasikan sebagai pertanyaan pemahaman bacaan “sedang”.

Oleh karena itu, pertanyaan pemahaman bacaan yang dibuat guru seharusnya sesuai dengan kurikulum K-13 yang mengukur jenis pertanyaan berpikir tingkat tinggi. Selain itu, guru harus menyusun tes akhir dengan memberikan beberapa item pertanyaan yang termasuk HOTS dan disarankan untuk merancang LOTS dan HOTS dalam jumlah seimbang agar "ideal" sebagai kriteria pertanyaan pemahaman bacaan yang baik.



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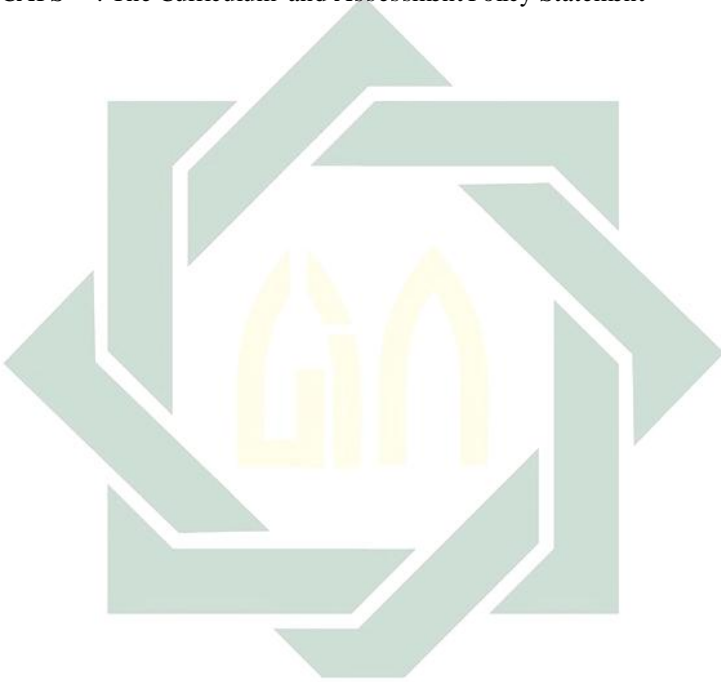
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## **LIST OF ABBREVIATION**

LOTS : Lower order thinking skill

HOTS : Higher order thinking skill

CAPS : The Curriculum and Assessment Policy Statement



## CHAPTER I

### INTRODUCTION

This chapter presents and discusses some aspects dealing with the topic of the research. They are background of the research, research questions, objectives of the research, significances of the research, scope and limitation of the research, and definition of key terms.

#### A. Background of the Research

Designing questions on reading passage are considered as arrangement regarding the objective; content learning and material used as guidance of implementation to achieve specific education.<sup>1</sup> It is in line with Pedoman Mata Pelajaran (PMP) of English lesson as published by the Ministry of Education in 2014 asserts that English teacher must build student's curiosity by using learning material which foster student thinking skill, providing and developing questions that measured the higher order thinking skill so then they are able to achieve higher thinking skill.<sup>2</sup>

In relation with the 2004 English curriculum, it is also stated that the objective of teaching English reading is to enable students in comprehending and interpreting the content of many types of written discourse in English.<sup>3</sup> It means that students are intended to get the point and meaning of the text easily, if they comprehend its text as a whole. It is keeping with Kalayo and Anshari who argue that reading is interactive process that goes on between the reader and text resulting in comprehending.<sup>4</sup> Thus, comprehending is regarded as basic and crucial part in reading because students cannot understand and use their own background knowledge to find out what the

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<sup>1</sup> Kementerian Pendidikan dan Kebudayaan., "Bahasa Inggris Balitbang", (Jakarta : Pusat Kurikulum dan Perbukuan. 2014)

<sup>2</sup> Pedoman Mata Pelajaran (PMP) Bahasa Inggris 2014, p. 503

<sup>3</sup> Depdiknas, " Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah". (Jakarta: Departemen Pendidikan Nasional, 2006)

<sup>4</sup> Kalayo Hasibuan and Muhammad Fauzan Azhari, "Teaching English as Foreign Language TEFL". (Riau: Alag Riau Gruba UNRI Press, 2007), 115

author means. Moreover, without comprehension, reading activity will be difficult.

Students learn comprehending reading through teacher's question and the form can be written test, task, oral and course book.<sup>5</sup> As Arthur also asserted that the key successful reading instruction is the teacher.<sup>6</sup> Task, written test or interactive examinations are the way to reflect understanding or comprehending. Therefore, the use of question is regarded as basic activities and become objective in teaching learning process. As stated in Education National Standard Organization Regulation No. 0022/P/BSNP/XI/2013, the table of specifications used for English National Exam (ENE) in Education National Standard Organization Regulation No. 0019/P/BSNP/XI/2012 which asserts that the examination only covers few listening materials and several reading materials in a multiple-choice test format.<sup>7</sup> It is consistent with Gronlund's opinion who described that multiple choices most widely used and highly regarded of the selection type item.<sup>8</sup> Besides, multiple choices are considered as ideal test instrument.<sup>9</sup> Since, it can control the range of possible answer to comprehension questions and handle student's thought process when responding.<sup>10</sup> In respect with this topic, English teacher must design comprehension questions in which help students to interact and promote an understanding of the reading text.

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<sup>5</sup> Richard. T. Vacca. "Content Area Reading" (Canada: Kent State University Boston Toronto, 1981) p. 159.

<sup>6</sup> Timoty R Blair., Arthur W, Heilman., William H, Rupley. 5th edition. Principles and Practice of Teaching Reading. (Columbus, Ohio: Charles E. Mary Publishing Co, 1981), p. 16

<sup>7</sup> Badan Standar Nasional Pendidikan. "Peraturan badan standar nasional pendidikan nomor 0019/P/BSNP/XI/2012 tentang kisi-kisi ujian nasional". (Jakarta, 2012)

<sup>8</sup> Norman E. Gronlund., *Assessment of Student Achievement*, 7th edition edition (Boston: Pearson Education).

<sup>9</sup> Jeremy Harmer, "How To Teach English". New Edition. (Edinburgh Gate: Pearson Education, td. 2004), 337

<sup>10</sup> J. Charles Aderson & Bachman, Lyle F. "Assessing Reading 3th edition" (Cambridge, UK: Cambridge University Press, 2000) p. 211



In addition, skill of comprehending the text is also the goal of reading in a language instruction.<sup>11</sup> However, comprehending a text message is not easy, especially in English. Thus, teacher must give a trigger to the students dealing with difficult tasks through providing questions. Due to the reason, teacher needs to give some tests to monitor, and ensure the level of student's proficiency in dealing with English passage. Coming up with present time, the students' achievement in learning English is still measured by their ability in doing the final examination popularly called Ujian Nasional (UN). In respect with the teacher's side, reading is most skill tested in the final exam (UN). In similar case with Nur, In Kam and Wong, in their research show that on implementation, the learning was emphasized on reading ability rather than listening, speaking and writing even English was established by government as foreign language provided to teach Junior and Senior High School since 1967.<sup>12</sup>

Regarding with reading test, reading section consists of reading text and it is followed by reading comprehension question. Providing questions or reading test is considered as common technique and important role in measuring student's comprehension about what they have read in doing final examination. Moreover, the students' success in learning English is determined by their ability in answering questions which recently consist of two parts namely listening part of about 30 % and reading comprehension part of about 70 %.<sup>13</sup> It is clear that reading used mostly and dominated than other. Consequently, the English teachers should notice to the designing questions of reading comprehension, so that, the students can pass their final examinations. The students' ability

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<sup>11</sup> Timoty R Blair., Arthur W, Heilman., William H, Rupley. 5th edition. Principles and Practice of Teaching Reading . (Columbus, Ohio: Charles E. Mary Publishing Co, 1981), p. 15

<sup>12</sup> C.Nur "English Language Teaching in Indonesia: Changing policies and practices". In Kam, H. W., and Wong, R. (eds) "English Language Teaching in East Asia Today: Changing policies and practiceS", (Singapore: Times Academic Press, 2003), 1-32

<sup>13</sup> Muslih. "Improving Reading Comprehension Ability of the Second Year Students of MAN Temanggung through "GRASP" Strategy". (Unpublished Thesis, English Language Education, Graduate Program of State University of Malang, 2009), 3

to comprehend a text can be seen from their ability to answer the reading comprehension questions correctly in written form.

Based on preliminary study with English teacher was intended to know firsthand information on designing questions for reading in final test. Then, the problems concern on teacher's ability in designing reading comprehension question. The questions made by teacher are usually dominated literal level. It is in line with Vacca who stated that typically questions presented will be literal indeed the higher level questioning techniques also needed.<sup>14</sup> So then, students independently answer some questions relating to reading passage, they are more likely to copy answer from the text if it uses explicitly. However, if it is stated implicitly, they often get wrong answer dealing with English reading test. Whereas, to trigger and check students of senior high school must be trained by giving reading comprehension questions does not only provide literal but higher level to measure student's critical thinking. As the 2013 curriculum in which students are demanded to be productive, creative and innovative so then this way can develop student's way of thinking. Aside from the comprehension of the text, reading comprehension questions are also regarded as media to stimulate the student's thinking about the matters related with the text.

Furthermore, to support this function, reading comprehension question must be suitable. To make suitable question, the reading comprehension questions should be categorized based on taxonomy. As Gunning's opinion who argued that taxonomy can help and clarify the levels of questions that will be asked.<sup>15</sup> It is a useful guide for constructing questions on variety of thinking levels and judging questions that have already been created. Ideally, question should be well designed and planned sequences and the answer should be integrated with previously discussed material before moving to a new sequence. It is also supported by Dyah who notes that the sequence of question can help students develop

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<sup>14</sup> Richard T Vacca. "Content Area Reading" (Canada: Kent State University Boston Toronto, 1981), 177

<sup>15</sup> T.G. Gunning. "Creating Literacy Instruction for All Children". (Needham Heights.MA: Allyn & Bacon, 2000)

connected understanding.<sup>16</sup> In line with J.B Heaton who asserts that the designing of the questions for reading comprehension must be based on information provided on reading material and also the taxonomy.<sup>17</sup>

Dealing with taxonomy, there are popular taxonomies used for educational purposes, they are Bloom and Barret's taxonomy. For Bloom's taxonomy, it can be applied not only to English teaching and learning but also the other subject such as mathematics, chemistry or others.<sup>18</sup> Then, Barret's taxonomy is intended to be as a parameter to construct questions for reading purposes.<sup>19</sup> Therefore, this research is intended to use Barret taxonomy since this taxonomy made by Thomas c barret in 1968 and it is used specially for reading, as cited by Blair, Helman and Rupley who argues that Barret's taxonomy is representative of comprehension the taxonomy that can be used when developing instructional activities, notifying questions and specifying reading comprehension instruction, it consists of 4 levels of questions. Those questions are designed by asking various types of questions and it is divided based on its difficulties.<sup>20</sup> Thus, the students can enhance their reading ability because they can train themselves to comprehend the text by answering question that are made based on appropriate levels of thinking skill.

Research studies that involve and have similar with this research have been conducted by some researchers. The first entitled is "Student's ability in constructing reading comprehension question items in critical reading class" was conducted by Risalatil Umami.<sup>21</sup> Her study is focusing on student's ability to constructing reading question item in

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<sup>16</sup> Dyah sunggingwati, "Reading Questions of Junior High School English Textbook" (Unpublished master's thesis: Universitas Negeri Malang, 2001), 85

<sup>17</sup> J.B., Heaton, "Writing English Language Tests" (Beijing: Foreign Language Teaching and Research Press.

<sup>18</sup> Umalusi. "Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examination"

<sup>19</sup> Ibid

<sup>20</sup> Arthur W. H. Blair Timothy R and W. Ruppley. "Principles and Practices of Teaching Reading 5<sup>th</sup> Edition" (Columbus: A Bell & Howell Company, 1981), 242

<sup>21</sup> Risalatil Umami "Student's ability in constructing reading comprehension question items in critical reading class", (State Islamic University of Sunan Ampel Surabaya, 2016)

English Education Department and student's ability in that question made based on cognitive level of bloom taxonomy perspective. the result is students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective is fair. Most of the students' questions are fair but they have lack of making clear question and constructing grammar term to construct questions. Besides, it was conducted at UIN Surabaya. In contrast, this current study is intended to teacher who teaches at senior high school not teacher candidate.

The second is "Categories of Questions Used in Reading Examinations at the English Department of Widya Mandala Surabaya Catholic University".<sup>22</sup> It was conducted by Selvin Priscilla Wardana. The research is aimed to know the tendency of questions used in examinations of reading course which is for university students. The result of the study shows that from 100% comprehension questions used in the reading examinations, 46% is literal, 50% is inference, 4% is evaluation and 0% is appreciation and all forms of questions found in the Reading examinations such as Multiple Choice, True or False and Wh- questions. Meanwhile, this research uses data from final test, multiple choices as form and uses barret with 4 categories of questions not 5 categories like the previous study.

Then, thesis comes from An Analysis of Reading Comprehension Questions in the textbook entitled "Bahasa dan Sastra (Peminatan Bahasa dan Budaya)" for SMA/MA grade X Based on Barret's Taxonomy by Dinda Khamaril Kusumawardani.<sup>23</sup> Her research is intended to analyze reading question in passage and the result is literal comprehension is more dominated than evaluation. Besides, it does not involve teacher's role because the reading comprehension question taken from English textbook.

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<sup>22</sup> Selvin Priscilla Wardana "Categories of questions used in reading examinations at English department of Widya Mandala Surabaya Catholic Univerity", (Widya Mandala Surabaya Catholic University, 2014)

<sup>23</sup> Dinda Khamaril Kusumawardani. "An Analysis of Reading Comprehension Questions in the Textbook entitled Bahasa dan Sastra (Peminatan Bahasa dan Budaya) for SMA/MA grade X Based on Barret's Taxonomy", ( Universitas Negeri Malang, 2016)

Those previous studies are under topic of designing reading comprehension questions. Regardless of the first previous study, this research will involve and focus on teacher's ability not teacher's candidate for constructing reading questions on final test for senior high school and highlight the role of Barret's taxonomy as guideline in constructing questions for reading purposes. It shows that between the prior and current study have different theories to be used and the underlying point with the first and second previous study was this research conducted at Senior High School not University so then it involved the teacher not lecturer. Meanwhile, what makes this research different from the third previous study is this research will concern on comprehending questions on final test made by the teacher and it is not taken from English textbook. Obviously, this research will involve English teacher and her data in making questions of reading on final test. Thus, it does not use textbooks, books or other lesson. Besides, many researchers use theory from the Bloom taxonomy meanwhile this research uses theory of Barret Taxonomy with four categories of questions.

Based on the brief explanation above, the researcher wants to conduct analyzing reading comprehension questions based on Barret's taxonomy level. It is important to conduct this study because as an English teacher, it is necessary for teachers to provide various levels of learning in their test items. It is attempted to know in what level that students have achieved. Apart from the side, it also aims to find out whether reading comprehension questions covers with higher order thinking skill and whether they are fairly represented in the comprehension question based on the problems identified, it is important to overcome the teacher's problems and it is essential to select a suitable strategy in designing reading comprehension question since teaching learning process like student's score will be accumulated as prerequisite to go next grade. Thus, several tests made by teacher must be high standardized like UN.

Furthermore, the researcher chooses to conduct this research at Senior High School of 2 Sidoarjo. The school

becomes one of favorite school in Sidoarjo.<sup>24</sup> The school is also listed as referral school in which this school has exceeded the National Education Standard community needs.<sup>25</sup> Thus, the referral school is believed to have good standard in many aspects and becomes learning model for the other schools around. In term of designing English paper test such as final test, SMAN 2 is one of the school involves all of the English teachers and the procedure of teacher's made question done by alternating.<sup>26</sup> It means the teacher who made the English test is alternate or it is designed by different teacher every semester. Dealing with reading comprehension test, 90% students of SMAN 2 can achieve score above KKM and it is about 91.<sup>27</sup> Besides, English paper test for 12<sup>th</sup> year is chosen because students who are on that grade will be trained with many kinds of exercises beside national examination and they will find many question types. Thus, it definitely requires earlier preparation.

Besides, the school often does meeting or workshop with other teacher from various schools to discuss several topics including constructing questions on examination in teaching and learning process.<sup>28</sup> English teacher of SMAN 2 willingness in joining this research, most of teachers in this school are from undergraduate degree, even some of them have post graduate degree which their backgrounds of study are linier with the lesson they teach.

Considering the descriptions above, it shows that the research focuses on documentation of English test in which the teacher made questions for reading purposes. Thus, this research conducted to evaluate about how is preparation of English Teacher in designing reading comprehension questions in which whether those questions of reading purposes used in

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<sup>24</sup> <http://puspendik.kemdikbud.go.id> accessed on 16th September 2018.

<sup>25</sup> Sekolah Rujukan Sebagai Model Pembelajaran.

[http://psma.kemendikbud.go.id/index/index.php?page=berita\\_detail&id=OTg5#W0H0\\_tiz\\_bIU](http://psma.kemendikbud.go.id/index/index.php?page=berita_detail&id=OTg5#W0H0_tiz_bIU) (Accessed on September 2018)

<sup>26</sup> the result of interview with English teacher who namely Ms. Tisrinaida on May, 25 th 2018

<sup>27</sup> the result of the archives school who given Wakakurikullum of SMAN 2 SDA

<sup>28</sup> the result of interview with English teacher who namely Ms. Tisrinaida on May, 25 th 2018

senior high school can support the students' reading ability by having various levels if it is viewed based on Barret's taxonomy.

### **B. Research Question**

Based on the background of the study, research questions are formulated as follows:

- 1) How do teacher's questions in reading task reflect Barret's taxonomy?
- 2) What level of barret's taxonomy is mostly used by the teacher in designing reading comprehension question?

### **C. Objective of the Research**

In line with the problems of the research, the objective of the research is as follows:

- 1) To describe whether reading comprehension questions made by English teacher reflect criteria of Barret's taxonomy.
- 2) To analyze and find out types of questions which made by teacher that mostly used in reading comprehension of English test items if it is viewed based on Barrett's taxonomy.

### **D. Significances of the Research**

The result of the research is expected to be useful for these contributions:

#### **1. For Teacher**

Teacher can concern well about the appropriateness questions so then teacher does not merely copy and paste questions for English test from internet without noticing its proportion of all levels of questions. Then, it can be consideration by the teacher to find the best way to assess student's comprehension in reading test. Related to the teacher's candidate in Indonesia, the result of this study may be used as additional information if barret taxonomy is the appropriateness guideline to design good questions for reading comprehension in English test. Last, it can be a feedback for teacher especially who teaches English whether those questions



have reflected higher level in designing reading comprehension questions for English test.

## 2. For further researcher

The results of this research are expected to be a reference for other researcher who wishes to conduct similar research in term of designing English test.

## E. Scope and Limitation of the Research

Generally on each test, it does not only provide listening section but it also consists of reading section. However, the researcher limits the study to focus on reading section. The researcher focuses on all comprehension questions in the reading passage. Then, those questions will be analyzed and categorized the types of comprehension questions based on Barret's taxonomy which are include of literal comprehension, inferential, evaluation and appreciation. Moreover, the researcher is curious with question items made by English teacher and to know generally mostly question types used for reading purposes to give a test for senior high school students especially for 12<sup>th</sup> year at SMAN 2 Sidoarjo.

## F. Definition of Key Terms

It is essential for the researcher to define the terms in this research. The definition is needed to avoid misunderstanding or misinterpretation of the terms used in this research. The terms need to be defined are follows:

### 1. Reading Comprehension

Reading comprehension is process of understanding or comprehension toward the text with highly cognitive process.<sup>29</sup> It shows that readers is merely demanded to understand what they have read on the passages. In classroom content, one of the ways to check student's understanding is by providing some questions after asking them to read passage. Thus, questions are needed to lead students in comprehending a reading text. In this research, the term of reading comprehension questions are questions made by teacher intended to third grade of SMAN 2

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<sup>29</sup> Mary M. Dupuis & Eunice N. Askov "Content Area Reading: An Individualized Approach". (Englewood Cliffs, NJ: Prentice-Hall, Inc, 1982) , 29



Sidoarjo in which to check their' reading comprehension in answering English test and the reading of English test focused on final test.

## 2. Barret's Taxonomy

Barret taxonomy is made for reading purpose and used to classify the level of questions.<sup>30</sup> It categorizes reading comprehension questions into 4 levels: Literal recognition or recall, inference, evaluation and appreciation. Those are divided based on their difficulties. The first are low thinking level and the others set higher level. Further, in this research barret's taxonomy is defined as parameter in analyzing reading comprehension question made by teacher on final test.

Hence, the researcher analyzes reading comprehension questions made by the teacher based on barret taxonomy to get the most appropriateness whether those questions offer all levels of barret taxonomy or not on final test. Besides, it also indicates in what level categories of barret taxonomy used and showed by teacher in designing reading comprehension questions for final test.

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<sup>30</sup> Mary M Dupuis & Eunice N Askov. "Content Area Reading: An Individualized Approach". (Englewood Cliffs, NJ: Prentice-Hall, Inc, 1982), 29

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter reviews some aspects dealing with the research covering the several theories regarding with the analysis of reading comprehension question items in English test.

#### A. The Nature of Reading

Reading is related to individual's ability to process, much less to synthesis and everything is written.<sup>31</sup> Besides, reading is also considered as the ability to make meaning from written text. Many researchers conduct reading comprehension to measure of text understanding. It can be through test question, summaries or interview. Obviously, what people remember of what they have read will be affected by their ability to remember.

Regardless of the explanation above, we need to know if reading is the primary sources for getting new knowledge. As the proverb mentions if we more read evidently we are more likely have knowledge and good understanding. It means that reading could develop reader's minds. To make easier and sure the readers understand the main point of a text, it should be supported by reading comprehension questions.

Basically, when we are reading, we are clearly engaged in great deal of mental activity and some of it conscious. For example, we may consciously decide skip page if we fell bored with the text. In this case, it shows that reading involves interaction between a reader and written language through which the reader tries to reconstruct the writer's message.<sup>32</sup> It is a process of combining textual information with the information a reader brings to the text. It means that the reader does not simply take information from the text, but also activate their background knowledge in his/her mind. In fact, this case is also faced by students. Thus, reading can be viewed

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<sup>31</sup> J. Charles Aderson & Bachman, Lyle F. "Assessing Reading 3th edition" (Cambridge, UK: Cambridge University Press, 2000), 1

<sup>32</sup> Richard T Vacca. "Content Area Reading". (Kent State University Boston Toronto, 1981), 29

as a kind of dialogue between the reader and the text. In addition, Burns et al argues reading as a complex act in which consists of two parts such as reading process and reading product.<sup>33</sup>

Reading process is a process in which student tries to comprehend a text. Meanwhile, reading product is communication of thought and emotion by the writer to the reader. According to Heilman argues that reading is the basic communication skill but it is very complex process and difficult to arrive at precise definition of the reading process.<sup>34</sup> It is in line with Ruddell who stated that it is part of communication process of transferring the thoughts from the author's mind to the reader's mind.<sup>35</sup> Hence, reading is considered as difficult task to be accomplished. The statement is in accordance with Day and Bamford's opinion who argues that reading is the construction of meaning from a printed or written message.<sup>36</sup> From the above points of view, reading can be defined as the ability to comprehend the meaning and the message of the writer so then reader will struggle to know the writer's mean. It has proved that good reader always thinks while reading.

## **B. Reading Comprehension**

In some school, teachers give various activities in reading comprehension such as after students is given passage and then they are asked questions about the whole content of the passage. Generally, if it is viewed on GMAT stated that students who face examination will be given four reading comprehension passages and each passage will typically be accompanied by 3 or 4 questions and for total of 12 or 14 reading comprehension questions.<sup>37</sup> Based on Snow who

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<sup>33</sup> Richard T Vacca. "Content Area Reading". (Kent State University Boston Toronto, 1981), 29

<sup>34</sup> Timothy R Blair., Arthur W, Heilman., William H, Rupley. 5<sup>th</sup> edition. Principles and Practice of Teaching Reading. (Columbus, Ohio: Charles E. Mery Publishing Co, 1981), 2

<sup>35</sup> M. R. Ruddell. "Teaching Content Reading and Writing". (New Jersey, USA: John Wiley & Sons, Inc, 2008)

<sup>36</sup> Day Park and Julian Bamford. "Extensive Reading in the Second Language Classroom". (Cambridge University, 2000), 12

<sup>37</sup> Manhattan GMAT Preparation. "The New Standard in Reading Comprehension". p. 6

asserts that typically for young readers are given items testing literal comprehension, meanwhile items test for older learners require inference beyond the text.<sup>38</sup>

According to Omar stated that students are more likely to understand what they have read when they are asked questions about the reading by their teacher.<sup>39</sup> It proves that questions has mainly role to support reading comprehension and it cannot be separated. Besides, students may find reading comprehension frustrating when they face questions that relating with the reading passage. It is caused if the students only read quickly without understanding; exactly they will face difficulties in answering. To support this evident, English teacher in SMAN 2 Siodarjo truly needs parameter for designing questions that improve student's level in understanding reading passage.

Regarding with reading comprehension, it almost has same meaning if it is ongoing cognitive and constructive process.<sup>40</sup> In other words, it deals with higher level of reading activities in which students must process of making meaning from the text. Thus, the goal of this process is to gain an overall understanding of what is described in the text rather than only reading in a chunk. Thus, reading comprehension means reading with understanding. In respect to reading, we read for different purposes; sometimes to get main idea at the times to locate specific information, frequently we read texts to learn something and then we need to inference the text.

Many experts give explanation related to the concept of reading comprehension. Cooper defines comprehension as a strategic process by which readers construct or assign meaning to a text using the clues in the text and their own prior

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<sup>38</sup> C.E.Snow, "Assessment of Reading Comprehension: Researchers and Practioners helping themselves and each other". "In sweet, A.P and Rethinking Reading Comprehension" (NY: Guilford, 2003), 192-206

<sup>39</sup> Omar Abu Humos, "An Evaluative Analysis of Comprehension Question's Level of Difficulty: A Case of 12<sup>th</sup> Grade Palestinian English Student's Textbook", (Palestine: Dept of English, Alquds University), p. 770

<sup>40</sup> G. Wolley "Reading Comprehension: Assisting Children with Learning Difficulties". (Springer Science and Business media B.V, 2011), 1

knowledge.<sup>41</sup> He further clarifies that this definition requires two major perspectives that help us understand the process of comprehension, namely comprehension as constructing meaning and comprehension as a strategic process. Comprehension as constructing meaning is a process by which the reader constructs or assigns meaning by interacting with the text, while comprehension as a strategic process is a process by which the readers adjust their reading to suit their purpose and the type of text they are reading. Both processes of constructing meaning and strategic adjustment work simultaneously.

In keeping with Anderson who argues that the aim of reading is basically comprehension.<sup>42</sup> It means that without the role of comprehension, reading activities are more likely difficult such as students have difficulties find out information on the text. Based on Davy budiono and Antonious Gurito, there are certain factors that have essential roles in reading comprehension such as understanding of vocabulary and main ideas. When those factors are fulfilled reading comprehension will progress smoothly in which they will not find any difficulties in relating their new acquired knowledge with background knowledge.<sup>43</sup>

Apart from the case, reading comprehension is also believed as receptive skill in which provides a means to be observed and explored.<sup>44</sup> According to Klingner, reading comprehension is complex process involving interaction between readers and what they carry to the text such as knowledge and strategies used in reading and also variables related to the text such as interest and understanding.<sup>45</sup> Additionally, reading comprehension also considered as the

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<sup>41</sup> J.D Cooper. "Literacy: Helping Children Construct Meaning" (Boston: Houghton Mifflin. 200) p.11

<sup>42</sup> Anderson, N Reading In. D. Nunan (Ed) "Practice English Language Teaching" (p.67-86) (NY: Mc Graw-Hill, 2003), 67-86

<sup>43</sup> Davy Budiono and Antonious G "Reading between and beyond the lines" (TEFLIN international conference 59th, 2012) p. 244

<sup>44</sup> Susan L. Cooledge, Doctoral Dissertation "L2 Reading and Hypertext: A Study of Lexical Glosses and Comprehension among Intermediate Learners of French" (New York: The University of Arizona 2004), 13.

<sup>45</sup> Klingner etall. "Teaching Reading Comprehension to students with learning difficulties". (New York: The Gullford Press. 2007), 8.

process of making meaning from the text.<sup>46</sup> Thus, the goal is to gain an overall understanding what described in the passage rather than to obtain meaning from isolated words or sentences. It means that reader will not only deal with information of the text but they will deal with literal or implicit meaning of the author delivered through the text. Through reading comprehension, teacher can observe how good their students to understand use cognitive and offer information of the text. Obviously, comprehension is like heart of reading and comprehension which often considered as act of understanding and it cannot be separated each other. It is supported by Danny Breswell who argues that reading comprehension requires an action on the part of reader to avoid problem in reading comprehension like making meaning from the text.<sup>47</sup> To solve those problems, the role of questions is needed here.

To support the purposes, designing reading comprehension question must dig the point of the passage. As Web opinion and Curriculum of 2013 assert that good question which can train and enhance the student's cognitive skills and critical thinking. Therefore, the students should not be given simple questions of which answer has already been stated in the reading passage but also which are hidden from the reading passage, in simple is implicitly meaning. By giving implicitly answering, it shows teacher is designing critical questions so then the teacher will find various answers from their student's creativity.

In general, the texts in this section are presented in order of difficulty. Then, each text is accompanied by activities that lead the student through three main stages of the reading process like on the beginning, while and after. Reading comprehension question is given on third stages of reading process. It is caused that to ensure how much did you understand.<sup>48</sup> It agreement with Dian cicila who also states on her research if questions which are given to students after reading process in which it

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<sup>46</sup> G. Woolley, "Reading Comprehension: Assisting Children with learning difficulties." (Springer Science and Business media B.V., 2011)

<sup>47</sup> Danny Breswell and Timothy Rasinski. "Comprehensions that Works; Taking Students Beyond Ordinary Understanding to Deep Comprehension" (Huntington Beach: Shell Education, 2008), 15

<sup>48</sup> Judy Rapoport, Ronit Broder and Sarah F. "Reading Academic English" (2010). p. 17

can make sure to check their understanding of reading text: the answer of some questions are explicitly stated in the reading text and some questions require students to analyze, evaluate and create.<sup>49</sup> In brief, it means that it is aimed to ensure whether students have a basic understanding of content before going on text analysis.

Based on several definition of reading comprehension by some theories, it can be concluded that reading comprehension always involves between reader and the text. Forms of question are the techniques to test the students learning result.<sup>50</sup> There will be some techniques to test students learning result. The difference of each technique is caused by the purpose of the test. In case of assessing reading, there will be some of certain techniques which are able to ease the teacher to test their student. As mentioned previously, the activity can support level of reading comprehension and one of them are to answer the question asked on reading passage. Further, Day and Park also states that the use of questions is an integral aspect of such as activities and in our experiences as language teachers we have seen that well designed comprehension question help students interact with the text to create or construct meaning.<sup>51</sup>

In respect with the status of English language in Indonesia as a foreign language, reading dominates in teaching and learning process. From reading, the students can learn about vocabulary, grammar and pronunciation also. Apart from that, teacher usually tries some good teaching techniques in reading even though they miss the appropriateness test. One of the measurements used by teacher commonly is test. It aims guide student's proficiency in dealing with English passage. However, test made by teacher sometimes can be very good

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<sup>49</sup> Dian Cicilia. "Reading comprehension Question in Mandiri: English on Target." (Surabaya: Unpublished Thesis, English Department of Widya Mandala Catholic University Surabaya, 2015)

<sup>50</sup> Arthur Hughes, "Testing for Language Teacher" (New York: Cambridge University Press, 2007)

<sup>51</sup> Richard R. Day and Jeou-suk Park "Developing reading comprehension questions". Reading in a Foreign Language Journal, Vol 17, No 1, April. ISSN 1539-0578 (Hawai, 2005) , 61

and be very bad test. Moreover, designing a reading comprehension questions are part of assessment. Thus, teacher needs to parameter or reference in designing questions in test especially for reading purposes.

Regarding to the test, obviously the contents of test like summative or final test are dominated by reading section. Based on the fact, English teacher must be consider some aspects of designing reading comprehension questions so that the questions can help students in comprehending the reading passage as a whole. For this research, the aspects of reading comprehension questions will be viewed based on Barret's taxonomy. Each of the aspects is reviewed in the following parts below.

There are many different effective questioning strategies can be applied by English teacher. The form of questions can be posted on the beginning, during and after reading.<sup>52</sup> Posing questions in the beginning can help students build background knowledge, link to the prior knowledge and make prediction about the reading passage. Then, if the questions provided during reading means to monitor comprehension. Further, if the questions form attached after reading, it does not only monitor comprehension for making prediction but help students summarize the reading passage as a whole. In agreement with Alderson who points that providing questions in reading truly improve student's comprehension in which the reading passage is nothing without assessment of skill like attaching questions.<sup>53</sup> Mostly the basic for questioning is seeking main ideas so then reading with full of comprehension is needed.

Based on Thorndike who states even though students could read text aloud accurately, they do not necessarily understand the facts or the principles expressed in the material but they can comprehend the reading passage through questions form that

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<sup>52</sup> J. Charles Aderson & Bachman, Lyle F. "Assessing Reading 3th edition" (Cambridge, UK: Cambridge University Press, 2000), 214

<sup>53</sup> L. Anderson & Krathwohl, D. "A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives" (New York: Longman, 2001)



provided in the end.<sup>54</sup> In conclusion, it has showed through giving several questionings can takes the role in supporting student's thinking and solving and it can be trigger for student's awareness of whether they comprehend what they are reading or not. It proves that the goal of teaching is when students truly understand what they have learnt as well. It is also supported by Allington's opinion who argues that asking questions during and after reading became prevalent practice for assessing comprehension during reading instruction and facilitated comprehension.<sup>55</sup>

In keeping with Brown who divides strategy of reading become for explicit and direct strategy instruction including summarizing, questioning, predicting, and clarifying. However, the most useful strategies are those in which the students summarize orally what he has read or answer question about the passage.<sup>56</sup> It shows that giving questions in the end after reading passage is mostly implemented on the School.

In the school, the difference of each technique is caused by the purpose of the test and to know student's result.<sup>57</sup> The test that developed mostly consists of reading section that involves of short or long passage followed by several questions. However, most popular form of questions is the multiple choice question where there is only one correct answer. Thus, students only answer questions by eliminating the distracter by their logical.<sup>58</sup> Dealing with the nature of reading comprehension question, it can be assumed that the appropriateness in designing questions for reading purposes in final test must be investigated deeply through Barret's view.

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54 Fisher F Dennis, Thorndike and Peter W C. "Comprehension and the Competent Reader Inter-Specially prespective" (1981)

55 Allington R.L. 1983. "The Reading Instruction Provided Readers of Differing Abilites. Elemantary School Journal p. 85-96

56 H. D Brown "Teaching by principle: AN interative approach to language pedagogy 2th edition" (NY: Longman)

57 Arthur Hughes, "Testing for Language Teacher" (New York: Cambridge University Press, 2007)

58 J. Charles Alderson & Bachman, Lyle F. "Assessing Reading 2th edition" (Cambridge, UK: Cambridge University Press, 2001)

### C. Barret's Taxonomy in Reading Comprehension Question

Theories of reading comprehension questions are considered important to distinguish different level of understanding of the text.<sup>59</sup> According to Arthur and Blair who argue that Barret taxonomy aims to classify the test question for reading.<sup>60</sup> Each of these reading comprehension levels also has links to the National Curriculum Statement (DoE, 2002) Learning Outcomes for Reading and Viewing and Thinking and Reasoning and to the Curriculum and Assessment Policy Statement (CAPS) due to be implemented in which the type of questions attach on examination to help develop their comprehension abilities.

Dealing with taxonomy, there are different opinions toward Barret taxonomy. According to Clymer has mentioned that 5 levels of comprehension questions such as literal comprehension, reorganization, inference, evaluation and appreciation.<sup>61</sup> Notwithstanding there are many comprehension taxonomies used for education purposes. However, the popular ones are bloom taxonomy and barret taxonomy. For bloom taxonomy can be applied in other skill and designing questions all subjects. Thus, bloom taxonomy is not purposefully used for reading. In contrast, barret's taxonomy is intended to classify the reading comprehension questions and purposefully made for reading. It is also supported by Umalusi who states that Barret's taxonomy is more detailed than revised bloom's taxonomy in that each level contains between 4 and eight sub categories.<sup>62</sup> Moreover, the taxonomy also used by the Department of Basic Education in Pretoria to set Home Language Examination in which it aims to assess questions that

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<sup>59</sup> J. Charles Alderson & Bachman, Lyle F. "Assessing Reading 2nd edition" (Cambridge, UK: Cambridge University Press, 2001) p, 7

<sup>60</sup> Timothy R Blair., Arthur W, Heilman., William H, Rupley. 5th edition. Principles and Practice of Teaching Reading. (Columbus, Ohio: Charles E. Marry Publishing Co, 1981), 242

<sup>61</sup> T.C Barret. "What is reading? Some current concept In H.M Robinson (Ed) Innovation and Change in Reading Instruction" *handbook of national society for study of education 6<sup>th</sup>*. (Chicago: The university of Chicago press, 1968)

<sup>62</sup> Umalusi. "Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examination". 36-49

measure reading comprehension.<sup>63</sup> It proves as good parameter to classify and design reading comprehension questions.

In addition, Barret's taxonomy had been well known as taxonomy that mainly used for reading comprehension question and also used when developing instructional activities, identifying and specifying reading comprehension instruction.<sup>64</sup> As educators prepare students to what extent their understanding of the text must be done through using comprehension taxonomy which offers classification of question.

In respect with this research, the researcher applies 4 levels of Barret's taxonomy in analyzing reading comprehension questions. They are described as follows:

#### 1. Literal

It is first level in which students must recognize idea, information and happenings explicit stated in the text and identify explicitly statement in which demand students to produce memory explicitly statement from the text.<sup>65</sup> Thus, questions deal with information explicitly stated in the text. Besides, the common questions used to illicit this type are who, what, when, where questions. Notwithstanding, this level also consists of 6 types of question and the description of each type of questions is follow:

##### a. Recognition for detail

The type of questions ask about detail of the text such as 4W (who, where, when, what). Thus, it refers to ask the name of character, place and incident happening in the text.

##### b. Recognition for main ideas

The type of question ask about the main idea of paragraph

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<sup>63</sup> Ibid

<sup>64</sup> Timothy R.B, Arthur W. Hand and William H.R. "Principles and Practices of Teaching Reading". 5<sup>th</sup>. (Columbus, Ohio: Charles E. Mery Publishing), 242

<sup>65</sup> Umalusi. "Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examination" p 36-49

- c. Recall of Sequence  
The type of question asks about order of incident which is happening in the text
- d. Recall of comparison  
The type of question asks about similarities or differences among character, place or time
- e. Recall of cause and effect  
The type of questions asks about cause and effect of the event happened
- f. Recall of character traits  
The type questions ask about traits of character based on statement in the text. In brief, the questions are “how did she converse with, do you think, what will happen next”.

## 2. Inference

The second level of this taxonomy and it tends to ask about implicit statement based on the text. Then, the text should be conjectured demonstrated by student when he uses synthesis and personal knowledge.<sup>66</sup> Thus, it demands students to read and go beyond information written in the text. For inference level, there are eight types of questions:

- a. Inferring supporting detail  
The type of questions asks about which is not written explicitly in the text.
- b. Inferring main idea  
It asks about main ideas, theme, moral story which are not explicitly written in the text
- c. Inferring sequence  
The sequence of events might have happened
- d. Inferring comparison  
It asks about similarity and difference of character which are not explicitly stated in the text
- e. Inferring cause and effect

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<sup>66</sup> Mary M Dupuis and Eunice M Askov. “Content Area Reading: An Individualized Approach” (Englewood Cliffs, NJ: Prentice-Hall Inc, 1982)

It asks about what motivates the character have and why they interact with others

- f. Inferring character traits  
It asks about character which is not explicitly stated in the text
- g. Inferring predicting outcome  
It asks about outcome that might happen from initial portion of the text
- h. Inferring figurative language  
It asks about literal meaning which the author's figurative use of language. For example if the author writes "raining cats and dogs or tall as mountain". It does not mean the students translate the words literally.

### 3. Evaluation or Critical

It is more difficult than previous level due to students are required make judgment of the content of the passage. Regardless of the inference, it does not only depend primarily on student's reactions to what they have read but also to reflect a global understanding of the text.<sup>67</sup> Besides, this level consists of 5 question types, they are:

- a. Judgment of reality of fantasy  
It means that the question types call for a judgment by the readers based on their experience.
- b. Judgment of factor opinion  
It tends to discuss whether the information stated by author in the text based on fact or not.
- c. Judgment of adequacy  
It refers to whether the author's treatment of a subject is accurate and complete when it is compared to other source on the subject
- d. Judgment of appropriateness

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<sup>67</sup> Danny Brassel and Timothy Rasinski. "Comprehensions that Works; Taking Students Beyond Ordinary Understanding to Deep Comprehension" (Huntington Beach: Shell Education, 2008)

It asks student to determine whether certain selection are relevant and can be used to resolve an issue.

e. Judgment of desirability

It asks student to judge whether the character's action in the text is correct or wrong, good or bad somewhere it is based on student's experience.

#### 4. Appreciation

It relates with student's awareness of literacy techniques, form, style and structure employed by the author to stimulate emotional responses in their readers. Moreover, it consists of 4 types such as:

a. Emotional response

The students are required to verbalize her/his feeling about the selection in terms of interesting, boredom, fear, amusement, etc. Thus, it is concerned with the emotional impact of the reader and generally it asks student to determine what the author did in the plot in the text that elicit emotional responses such as happiness or fear.

b. Identification with character

Teacher's question of it will elicit responses from the reader which demonstrate her/his sympathy for, empathy with characters and ideas portrayed by the author.

c. Reaction

It refers to respond author's selection relates with word influence on student's feeling.

d. Imagery

It asks students about the author techniques with the purpose of enable student to see, smell, taste, feel things through reading.

In brief, those level make reading comprehension becomes thinking task rather than merely recall task. Research

into effective classroom instruction in reading has found that effective teachers are more likely to focus on inferential and critical comprehension, the higher levels of comprehension than less effective teachers.<sup>68</sup> Dealing with the statement has been proved that comprehension is not something happens automatically in the mind of reader but it is full of thoughtful and strategic process to take new meaning from passage. Thus, teacher's role is to help students become aware of and it can be applied through attaching several questions on test.

In addition, Barret also asserted that good reading comprehension questions on task had divided into 3 categories as follows<sup>69</sup>:

1. Ideal

It means that the reading passage which followed by several reading comprehension questions of higher order thinking skill (HOTS) and lower thinking skill (LOTS) in balance number. Higher order thinking skill here consists of evaluation and appreciation level of Barret. Meanwhile, lower order thinking skill includes of literal and inference.

2. Moderate

If the reading comprehension passage is followed by reading comprehension question of HOTS (evaluation and appreciation) and LOTS (literal and inferential) however those are not in balance number. For example HOTS is higher than LOTS or LOTS is higher than HOTS.

3. Bad

It is considered bad if reading comprehension passage is followed by reading comprehension questions of either higher order thinking skill or lower order thinking skill.

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<sup>68</sup> C.E Snow "Reading comprehension: Reading for Learning" International Encyclopedia of Education ( Elsevier Ltd, 2010)

<sup>69</sup> Mary M Dupuis & Eunice N Askov. "Content Area Reading: An Individualized Approach". (Englewood Cliffs, NJ: Prentice-Hall, Inc, 1982), 29

#### D. Previous Study

To avoid the repetition, it is important to attach the previous studies. Some similar studies conducted by some researchers about reading comprehension question. The first previous study was done by Irene Chandra and the titled “The Classification of Reading Comprehension Questions in The Senior High School Textbook Entitled “English” Using Barret Taxonomy”. This research was aimed to check the students’ reading comprehension because English teachers used reading comprehension questions provided in the student’s English textbooks. Then, the result revealed that the English textbook entitled “English” was not a good textbook because the reading comprehension questions did not cover all levels of questions as it tended to focus on literal recognition level of questions which was relatively easy for senior high school. In the same side, this current study also investigated reading comprehension questions but it focused reading comprehension questions on final test.

The second entitled “Student’s ability in constructing reading comprehension question items in critical reading class” was conducted by Risalatil Umami in 2016.<sup>70</sup> Her study was focusing on student’s ability to constructing reading question items in English Education Department and student’s ability in that question made based on cognitive level of bloom taxonomy perspective. Besides, it was conducted at UIN Surabaya. The result showed that the students’ ability in constructing reading question items based on cognitive level of bloom taxonomy’s perspective was fair. From the percentage of the test showed that remembering level (11,38%), understanding (15,44%), applying (22,76%) and only 2,43% questions was in creating level, 18,69% in evaluating level, and 29,26% in analyzing level. In contrast, this current research conducted on senior high school and it tended to analyze reading comprehension questions on final test that designed by teacher who teaches at senior high school not teacher’s

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<sup>70</sup> Risalatil Umami “Student’s ability in constructing reading comprehension question items in critical reading class”, (State Islamic University of Sunan Ampel Surabaya, 2016)



candidate. Moreover, this current research used different theory with the previous one.

The third previous research entitled “Teacher’s Questioning in Reading Lessons: A Case Study in Indonesia” written by Dyah Sunggingwati and Hoa Thi Mai Nguyen. This research focused only on contribution of teacher’s question in reading classroom. Thus, it investigated the practice of teacher questioning and teaching reading in secondary schools in Indonesia. For the findings showed that the teacher relied on textbook for pedagogic teaching reading and for kinds of questions in which they were asked to assist in reading comprehension. The next finding, teachers dealt with some challenges in generating high level questions. Thus, this research also provided information about the practice of questioning strategies in foreign language context.<sup>71</sup> The difference between the previous research and the current research was the previous study tended to analyzed teaching practice in the classroom, while this research to analyze the document of final test so then this research adequate became nonparticipant observer.

Furthermore, the thesis was entitled “Eleventh Grade Comprehension Questions in Humos Palestina Context: A Textbook Analysis in Linguistic Phrases by Omar Mustafa Abu” conducted to recognize the importance of the comprehension questions in EFL, to know distribution over 5 levels of Barret’s taxonomy and to reveal the compatibility between comprehension questions in 8<sup>th</sup> grade textbook with Barret’s five higher thinking skills levels. As result, it revealed that there were real discrepancies between the levels of higher thinking skills levels of questions in student’s textbook and the syllabus and for the linguistic phrases was over used.<sup>72</sup> In contrast, this current research only used 4 levels of Barret taxonomy.

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<sup>71</sup> Dyah Sand Hoa Thi, “Teacher’s Questioning in Reading Lessons: A Case Study in Indonesia. Electronic Journal of Foreign Language Teaching”. Vol. 10 no1, 2013. pp-80-95.

<sup>72</sup> Omar Mustofa, “Eleventh Grade Comprehension Questions in Palestinian Context: A textbook Analysis of Linguistic Phrases”. *Arab World English Journal*. vol 5 no 3. 2014. p.170-179

For the next research was conducted by Akhtar Ali, Muhammad Javed and Ghulam Shabbir on their journal with entitled “Assessing ESL Students’ Literal, Reorganization and Inferential Reading Comprehension Abilities”. This research aimed to assess reading comprehension abilities of primary school students studying at private schools and the subjects are 5<sup>th</sup> grade and the sampling was used random sampling. For the theories were combined between Barret’s tax and Park’s taxonomies of reading comprehension. The results showed the ESL student relatively better expertise in identifying main ideas and location supporting details, which were the sub-skills of literal reading comprehension and it also indicated the participants’ performance was relatively poor in answering reorganization comprehension questions as compared to answer literal and inferential comprehension questions. Additionally, a significant difference was found between male and female students’ performance in all types of reading skill categories; namely, literal comprehension, reorganization, comprehension, and inferential comprehension. In short, there were difference between their competencies in answering literal, reorganization and inferential comprehension questions.<sup>73</sup> In the previous study, the researcher combined 2 theories and it tended to compare the performance in reading comprehension. Meanwhile in the current research, the researcher used only one theory and analyzed reading comprehension questions on final test made by teacher.

The next research was done by Muhammad Javed, Lin Siew Eng and Abdul Rashid Mohammed with entitled “Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students”. This research tended to combine many theories and it included of the Descriptors of Reading Ability developed by Abdul Rashid Mohamed, Lin and Shaik Abdul Malik (2010), the Malaysian English Language Syllabus, Barret’s Taxonomy of reading comprehension (1968), Day and Park

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<sup>73</sup> Akhtar Ali, Muhammad Javed and Ghulam Shabbir “Assessing ESL Student’s literal, reorganization and inferential reading comprehension abilities”. *Journal of Education Research Dept of Education, IUB. Pakistan*. Vol 20 no 2. 2017.p.42-52

(2005) taxonomy of reading comprehension, and Bloom Taxonomy revision by Anderson et al (2001) were taken consideration to develop RCM or module for reading comprehension for ESL students in Malaysia. This research used purposive sampling and the result indicated the ESL students improve their score gradually through pilot study and RCMs was hoped to be standardized and indicator for ESL teachers to enhance ESL student's performance in reading comprehension.<sup>74</sup> In contrast, this current research focused on final test not module of reading.

Another research was "An Analysis of Reading Questions in English Textbook Entitled Interlanguage: English for Senior High School Students XI based on RBT". It was conducted by Izathy Khoirina Rahmawati and Johannes Ananto Prayogo.<sup>75</sup> This study focused on reading question forms on English textbook and it was analyzed based on Bloom's taxonomy. The differences with this research were this research uses theory of Revised Bloom's Taxonomy and the subject was English textbook. However, this research used theory of Barret's taxonomy and concerned to comprehend questions on final test.

In brief, what make this research different from those previous studies above were research subject, the purpose of the research and the theory. Regardless of the previous research, this current research tended to analyze reading comprehension questions test in which the form of test is multiple choices and the questions made by teacher in third grade of senior high school and the underlying point was using 4 categories questions of barret. In short, it focused on the documentation of final test and the English teacher in SMAN 2 Sidoarjo.

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<sup>74</sup> Moh Javed, Lin Siwe and Abdul Rashid. "Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students". *International Journal of Instruction* vol.8 no.2. Juli 2015

<sup>75</sup> Izathy Khoirina Rahmawati, Johannes Ananto Prayogo "An Analysis of Reading Questions in English Textbook Entitled Interlanguage: English for Senior High School Students XI based on RBT". (Unpublished Thesis: Universitas Negeri Malang)

## CHAPTER III

### RESEARCH METHOD

This chapter deals with the research method applied in this research. It covers research design, research setting and subjects, data and source of data, data collection technique, research instrument, data analysis technique and research stages.

#### A. Research Design

Content Analysis was the design used in this research to analyze the teachers - made reading comprehension questions for final English test based on Barret's taxonomy, so then the researcher merely needed documents as main data. Furthermore, the document was in the form of test paper used by third grade of SMAN 2 Sidoarjo and the documents collected from the teacher who designed the final English test used by third grade of SMAN 2 Sidoarjo.

Dealing with the aim of this research, the researcher identified the teacher's questions level in designing reading task using Barret's taxonomy and in what level was mostly presented by the teacher in designing reading comprehension questions on final English test. Moreover, the researcher did not confirm directly to the authors (teacher) but the researcher identified teacher's reading comprehension questions through their designing reading test on the final test.

Since this research was a content analysis research, the analysis results were displayed through sentences, picture or chart, table which were appropriate with this research. As supported by Donald Ary who argues that content analysis is analyzing and interpreting recorded material such as textbook or the other document to learn about human behavior.<sup>76</sup> In addition, according to L. Cohen notes that content analysis also defined as an analysis of written or visual contents of a document, process summarizing and reporting written data.

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<sup>76</sup> Donald, Ary, Lucy Cheser Jacobs and Chris S. Introduction to Research Educational. 8th edition. Wadsworth USA: Cengage Learning, 2010.

## **B. Research Subject and Setting**

This research was nonparticipant observer since the subject of this researcher was merely documents. The researcher took document of paper tests made by English teacher which only focused on reading comprehension questions on final test. Then, the researcher analyzed the questions of reading passage due to the theory of Barret's taxonomy and it was used as an instrument of the research.

In term of designing English test made by altering or different teacher. Besides, English paper test for 12th year was chosen because students who were on that grade would be trained with many kinds of exercises beside national examination and they found many question types. Thus, it definitely required earlier preparation. Returning to the previous statement, the English teacher might be capable of constructing question especially in reading comprehension question.

## **C. Data and Source of Data**

### **1. Data**

Regarding with content analysis, the data obtained by the researcher through final English test paper. Then, the researcher merely observed the reading question items in final English test. The researcher concerned on analyzing the teacher's ability in constructing reading comprehension questions seeing at barret's taxonomy view.

As result, the research question could be answered well and the data which was classified into several aspects of comprehension based on barret's view could be described in details. Thus, in attempt to classify the data based on barret's reading comprehension taxonomy, the document of reading question items which was designed by English teacher set as primary data.

### **2. Source of Data**

The source of data in this study was teacher – made final English test paper which obtained from the English teacher who designed the final English test used by third grade

of SMAN 2 Sidoarjo. In fact, there were 25 units of final English test paper given by the teacher but the researcher analyzed 5 English test (A, B, C, D, E) with certain criteria such as the question terms and the variants of reading passage represented on final test. Further, if the reading comprehension questions of each English tests which accumulated, it was 137 reading comprehension questions in total.

The researcher used the purposive sampling technique to collect the data. It was in line with Fraenkel who asserted that purposive sampling was investigator used personal judgment to select a sample.<sup>77</sup> Moreover, the documents of this research were selected purposefully based on the same criteria, characteristic in representing question terms used by English teacher on Final English test.

#### **D. Data Collection Technique**

In this research, the researcher used document set as primary data and the documents were collected to answer the first and second research question which discussed about teacher's ability in constructing reading question items whether their ability is low, fair or high level based on cognitive level of Barret's taxonomy.

Document used by the researcher was paper test made by teacher and specifically the type of the test was multiple choices forms. It meant that the research collected data by taking English test items for senior high school and it was limited to select the items by taking merely the reading comprehension questions test and analyze 5 units of 25 units. The 5 units were selected based on the certain criteria; (a) it merely took English test from the newest edition around 2018 and 2019, (b) having same questions form in multiple choice, (c) attaching different reading passage, (d) presenting several of question types, (e) it is taken from final English test to the third grade . It could be concluded that the documentation was the main data source of data collection techniques.

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<sup>77</sup> Jack R. Fraenkel – Norman E. Wallen – Helen H. ... 100

By having those criteria, the researcher analyzed the reading question items by using checklist in which there was a checklist in the column. The aim of checklist was to classify the test items based on types of reading comprehension question. It meant, the taxonomy frameworks were used as a previous knowledge and guideline to determine in which level of Barret represented in the question items. In addition, the researcher started to take the documents and analyze the reading comprehension question on final English test on October 2018 until November 2018.

### **E. Research Instrument**

For content analysis, the researcher was the first key of instrument in which the researcher must comprehend the research method. Then, by using proper instrument was needed to get valid data and ensure in conducting this research. Due to this research, the research used checklist as main instrument. Checklist column was used to answer research question that attach on the previous chapter and to process of document analysis. The rubric was formulated from Barret taxonomy that specifically for reading comprehension question. It is used to analyze sublevel of reading comprehension question. See appendix 6 for complete scale of checklist.

### **F. Data Analysis Technique**

In content analysis, the researcher analyzed the data descriptively. In accordance with data analysis, it related with the process of making sense out the data in which involving consolidating, reducing and interpreting what the researcher had seen and read.<sup>78</sup> Afterward, this research analyzed the data based on the following steps:

#### **Step 1. Collecting Data**

In this step, the data collected through taking English paper test made by the teacher who teaches in third grade of senior high school. The researcher merely took 5 units of 25 units since it was suited with the certain criteria.

#### **Step 2. Reading all the data**

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<sup>78</sup> S.B Meriam “Qualitative research: A Guide to Design and Implementation. San Fransisco: John Wiley and Sons, Inc. 2009) 175

Researcher's role gain information as well so then the researcher read the questions types on final English test merely in part of reading section not listening section. Further, the researcher gave a note in the data.

### **Step 3. Coding the data**

Coding data in this step meant that the research analyzed the data by using checklist form and then the researcher gave code which one was categorized into 4 level of Barret's taxonomy by highlighting the sentence and giving bold color. The researcher made form of table for each final English test document, thus, the tables were five and it was designed purposefully to abridge and ensure the researcher in analyzing the data.

Afterwards, the researcher gave a note and matched the questions types which presented on the final test with the categorizing of 4 level of Barret. Thus, the goal of this step was to identify and categorizing the questions types. *See appendix 6.*

### **Step 4 Presenting the result of analyze in column of table note.**

The researcher wrote the brief result of analyzing the data into table column. Further, the researcher analyzed the question types by noticing the points of each four levels of Barret before judging the questions into its level. Afterwards, the researcher calculated the total of each level presented on each units of final English test. It aimed to know the domination levels presented before classifying the question types into ideal, moderate or bad reading comprehension questions in the end. *See appendix 7.*

### **Step 6 Interpreting the findings and Drawing the conclusion**

For the last step, it tended to interrelate the data with the theoretical framework of Barret's taxonomy and to interpret the finding that had been founded before going to conclude the whole research.

## **G. Data Validity**

To test validity, the researcher used triangulation in which the results were taken from gaining the data through content analysis and the researcher observed the data directly. In qualitative, there were many techniques to ensure the data



accurately such as triangulation, member checking and auditing.<sup>79</sup> Triangulation was used to compare data and it clearly needed more than one theory and involved many researchers.

For member checking meant the subject that interviewed by the researcher has role to re-check what the researcher writes on the result of interviewing session. Besides, member auditing showed the role of the experts to make data accurately such as lecturer or other experts in which they must evaluate research in order to make data more credible. It was in line with Creswell who stated that triangulation was checking the validity of the research with different data sources by examining evidence from the sources.<sup>80</sup> There were four types of triangulation; they are triangulation by source, by the method, by observers and by theories.<sup>81</sup>

On this research, the researcher analyzed using source triangulation and the researcher obtained the data from document and used theory of Barret taxonomy in analyzing reading comprehension question item to ensure the findings. Further, the data confirmed and consulted to the expert lecturer.

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<sup>79</sup> J. R, Raco "Metode Penelitian Kualitatif" (Jakarta Gramedia Widiasarana Indonesia, 2010) p. 134

<sup>80</sup> John W. Creswell, Educational Research: Planning ... 262.

<sup>81</sup> John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, third edition (Boston: Pearson Education Inc., 2009), 191.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter presents the research finding and discussion of the study about English test for third grade of SMAN 2 Sidoarjo. The results of the study were obtained from analysis of collected data deriving from instrument based on Barret's taxonomy as its guideline. Meanwhile, the discussion part, the researcher describes the result of the data regarding how the text construction of English test and the section also discusses whether the English test meet with its criteria of barret's taxonomy or not and in what level were represented on the English test.

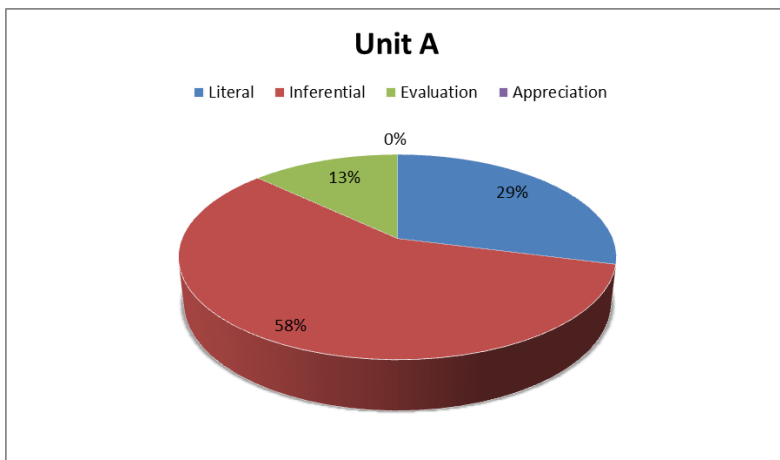
#### **A. Research Findings**

This research was conducted from October until November 2018. The description dealing with this research was arranged based on the two research questions: How do teacher's questions in reading task reflect Barret's Taxonomy and in what level was mostly found on English paper test. There were 5 documents from 25 final English tests were analyzed. The total teacher's questions on reading task of five final English tests were 137. From the five documents, the majority of levels presented by the teachers were inferential level and the second one was literal level.

The researcher used checklist based on Barret's taxonomy to interpret and identify 4 level in which consisted of literal, inferential, evaluation and appreciation. Further, each level had its characteristic to be determined the types of reading comprehension questions which represented on English test. Then, it discussed on the following section.

#### **1. Reading comprehension questions reflect on Barret Taxonomy**

Dealing with the research question had been explained on the previous paragraph, the researcher provided the result of reading comprehension questions on final English test of unit A presented on the chart below.



**Chart 4.1 Reading Comprehension Questions on unit A**

In respect to the chart 4.1 showed that there were 29% reading comprehension questions categorized into literal comprehension, 58% was inferential, 13% was evaluation and 0% was appreciation. Hence, it could be concluded that final English test on unit A merely covered 3 reading comprehension questions levels such as literal, inferential and evaluation. Moreover, literal and inferential as LOTS (*low order thinking skill*) were dominant rather than evaluation and appreciation as HOTS (*high order thinking skill*) level in Barret taxonomy.

**a. Unit A**

**1) Literal**

The questions dealt with information explicitly stated on the reading passage so then students easily answered its questions. In literal level of reading comprehension questions, there were 6 points in which those points as main reasons the questions types could be judged into literal level. They were recognition of details, recognition of main idea, recognition of comparison, recognition of sequence, recognition of cause and effect relationship and recognition of character and traits. However, the unit A was merely found 2 points as main reasons the questions type

could be judged into literal level. They were recognition of details and recognition of sequence.

Regarding to unit A, the reading comprehension question on unit A of final test consisted of 24 in total. Then, the result showed that there were 7 question types that belonged to literal comprehension question. Literal level attached on number 3, 6, 9, 29, 33, 41, 42.

a) Recognition of details

For number 3, 6, 9, 33, 41, were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place, asked the subject and time of the incident. As presented in no 3 and no 9 unit A.

**3. What is the advantage of living in a big city?**

- a. *It is often easy to find work*
- b. *It is not expensive to fulfill daily needs*
- c. *There are not any interesting things to do*
- d. *It is not difficult to find good accommodation*
- e. *There are not noise and pollution affecting people's life*

**9. To whom is the announcement addressed?**

- a. *All passengers*
- b. *Passengers with small children, and any passengers requiring special assistance*
- c. *Pilot's assistant*
- d. *Boarding pass officials*
- e. *Airport's officials*

b) Recognition of sequence

The reading comprehension question number 42 on unit A was considered to reflect literal because it was categorized into recognition of sequence in which the question reflects the order of incident explicitly stated on the selection of reading passage. The clue of word often found “when”. As presented in no 42 unit A:

One example is the question number 42

*“What did Cheung Tsai do when his father did not give him money anymore?”*

**2) Inferential**

In inferential level of reading comprehension questions, there were 8 points in which those points as main reasons the questions types could be judged into inferential level. The points were inferring of sequence, inferring comparisons, inferring cause and effect relationship, inferring character traits, predicting outcomes, inferring about figurative language. However, this research was merely found 7 points as main reasons the questions type could be judged into inferential level. They were inferring main idea, inferring figurative language, inferring comparison, inferring supporting detail, predicting outcome, inferring character traits and inferring cause and effect relationship.

For inferential level on unit A found 14 questions belonged to inferential level and it consisted of number 2, 4, 5, 7, 8, 26, 27, 30, 31, 32, 34, 35, 43, 44.

a) Inferring main idea

For 2, 5, 7, 8, 26, 30, 34 were judged as inferring because it was categorized point of

inferring mentioned as inferring main idea in which the questions asked student to summarize or paraphrased statement from the reading passage. Then, the clues of word as presented in no 5 and 30 unit A:

For example number 5

***“What is the text mainly about?”***

- a. The effects of flash floods.*
- b. The definition of flash flood.*
- c. The occurrence of flash floods*
- d. The ways to prevent flash floods.*
- e. The disadvantages of living in low land*

For example number 30

***“What is the main idea of the second paragraph?”***

- a. The discoveries*
- b. The position of the stars*
- c. The season of the year*
- d. The function of astronomy*
- e. The function of the sun for the desert travelers*

b) Inferring figurative language

Then number 4, 31 were judged as inferring because the questions were categorized into inferring figurative language. It meant the questions ask about literal meaning from the selection words that used by the author. As presented in no 4 and 31 unit A:

For example number 4

*In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind the noise and pollution. (Paragraph 6)*

**The underline word means.....**

- a. eye catching
- b. attractive
- c. beautiful
- d. wonderful
- e. lunatic

For example number 31

*....It studies the thousands of millions of starts that the galaxies (Paragraph 1)*

**The word "it" refers to.....**

- a. astronomy
- b. solar system
- c. the science
- d. the moon
- e. the space

c) Inferring comparison

Then number 27 was judged as inferring because the questions were categorized into inferring comparison. It meant the questions ask about similarity from the selection used by the writer. As presented in no 27 unit A:

For example number 27

*We have a small, pleasant office and the work is extremely varied and interesting".*

**The underlined word is similar to....**

- a. huge
- b. big
- c. tinny

- d. *little*
- e. *great*

d) Inferring supporting detail

Then number 32 was judged as inferring because the questions were categorized into inferring supporting detail. It meant the questions ask about guessing additional fact from incident on the reading passage.

For example number 32

***Which of the following statement is correct?***

- a. *Only the moon exists in the sky.*
- b. *The position of the sun does not have the effects to the season.*
- c. *The position of the sun and the moon was useful for the desert travelers.*
- d. *Astronomy, the oldest and useful science, has discovered many important things.*
- e. *Astronomy studies the solar system and the function of the sun.*

e) Predicting outcome

For number 35 was judged as inferring because the questions were categorized into predicting outcome. It meant the questions asked student must predict the outcome of some information which was explicitly stated on the text. As presented in no 35 unit A:

For example number 35

***All in all, the writer believes that the internet is***

- a. *Very harmful*
- b. *Inappropriate*
- c. *Very useful*
- d. *Destructive*
- e. *Cheap*



f) Inferring character traits

For number 43 was judged as inferring because the questions were categorized into inferring character traits. It meant the questions asked the real character on the basis of explicit clue presented on the reading passage. The clue of this question type was describing the character on the reading passage as presented on number 43.

For example number 43

***Describe the character of Cheung Tsai.....***

g) Inferring cause and effect relationship

Then number 44 was judged as inferring because the questions were categorized into inferring cause and effect relationship because the question asked about the reason of the author to include certain words on its writing and the clue of this question types were why and because.

For example number 44

***Why did Mr. Cheung get angry?***

### 3) Evaluation

In evaluation level of reading comprehension questions, there were 5 points in which those points as main reasons the questions types could be judged into evaluation level. The points were judgment of reality of fantasy, judgment of fact or opinion, judgment of adequacy or validity, judgment of appropriateness, judgment of worth, desirability or acceptability. However, on this unit A was merely found 2 point as main reasons the questions type could be judged into evaluation level. They were judgment of

appropriateness and judgment of worth, desirability and acceptability.

For evaluation level on unit A found 3 questions belonged to evaluation. It was consisted of number 1, 28, 45.

a) Judgment of appropriateness

For number 1 and 28 were judged as evaluation because those questions were categorized points into judgment of appropriateness. It meant the questions asked students to judge the appropriateness of the text in which it supports to prove a subject or topic on the reading passage. The clue of this question type as presented in no 1 and 28 unit A:

For example number 1

***What is the suitable title of the text about?***

- a. *Living in a big city*
- b. *Advantage of living in a big city*
- c. *Disadvantage of living in a big city*
- d. *The positive effect of living in a big city*
- e. *The danger of living in a big city*

For example no. 28

***What is the best title of the passage?***

- a. *The sky*
- b. *The moon*
- c. *Astronomy*
- d. *The space objects*
- e. *The solar system*

- b) Judgment of worth, desirability and acceptability.

On number 45 was judged as evaluation because the questions were categorized into judgment of worth, desirability and acceptability. It meant the question tended to call for judgment based on the reader's moral value and perspective. As presented in no 45 unit A:

For example number 45

***What does this story teach us?***

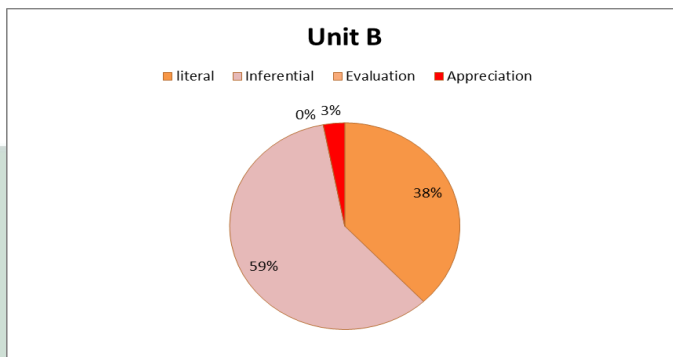
#### **4) Appreciation**

In appreciation level of reading comprehension questions, there were 4 points in which those points as main reasons the questions types could be judged into appreciation level. The points were emotional response to plot or themes, identification with character and traits, reactions to the author's use language, imagery.

For appreciation level on unit A did not attached on this unit. Thus, there was no question type belonging to appreciation.

## b. Unit B

The result of reading comprehension questions on final English test of unit B presented on the chart below.



**Chart 4.2 Reading Comprehension Questions on unit B**

In respect to the chart 4.2 showed that there were 38% reading comprehension questions categorized into literal comprehension, 59% was inferential, 0% was evaluation and 3% was appreciation. Hence, it could be concluded that final English test on unit A did not cover 4 level of reading comprehension questions based on Barret's taxonomy. Unit B merely covered 3 reading comprehension questions level such as literal, inferential and appreciation. Moreover, literal and inferential as LOTS (*low order thinking skill*) were dominant rather than evaluation and appreciation as HOTS (*high order thinking skill*) level in Barret taxonomy.

### 1) Literal

In literal level of reading comprehension questions, there were 6 points in which those points as main reasons the questions types could be judged into literal level. They were recognition of details,

recognition of main idea, recognition of comparison, recognition of sequence, recognition of cause and effect relationship and recognition of character and traits. However, on this unit B was merely found 3 points as main reasons the questions type could be judged into literal level. They were recognition of details, recognition of sequence and recognition of cause and effect relationship,

Regarding to the unit B, the types of reading comprehension question found on unit B of final test consisted of 29 in total. Then, the result showed that there were 11 question types that belonged to literal comprehension question. Literal level attached on number 17, 19, 20, 21, 25, 28, 29, 31, 40, 41, 42.

a) Recognition of detail

For number 17, 20, 25, 28, 29, 31, 41, 42 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place and time of the incident.

For example number 17

***Where*** will all the events be held?

- a. *At International Trade*
- b. *At the School of Business*
- c. *In Sims Lecture Hall*
- d. *In The Center for Professional Development*
- e. *In the Global Community Center*

For example number 25

***Which of the following*** statement is **TRUE** according to the text?

- a. *The number of women in extreme poverty grew by 50 percent over the past 20 years.*
- b. *Poverty, unemployment, and social injustice marked the conference.*
- c. *Productive employment can be expanded in the world.*
- d. *There are four themes in the conference.*
- e. *Poverty can be eliminated soon.*

For example number 41

***Who was Sang Prabu?***

- b) Recognition of sequence

Meanwhile, the reading comprehension question number 19 and 21 were considered to reflect literal because it was categorized into recognition of sequence in which the question reflects the order of incident explicitly stated on the selection of reading passage.

For example number 19

***“Where should applicant send their resumes?”***

- a. *To the company.*
- b. *To the office product division.*
- c. *To the sales manager.*
- d. *To the sales staff.*
- e. *To the Daily News.*

For example number 21

***“What was Edwards doing when he was struck by lightning?”***

- a. *hiding from the storm under a tree.*
- b. *lying on the ground.*
- c. *climbing a tree.*
- d. *driving a car.*
- e. *staying at home.*

c) Recognition of cause and effect relationship

Further, the reading comprehension question number 40 and 42 were considered to reflect literal because it was categorized into recognition of cause and effect relationship. It meant the questions asked about explicitly reason for certain happen on the reading passage.

For example number 40

***It is difficult to find modernization in Nepal because Nepal is.....country.***

- a. *a modern*
- b. *an agriculture*
- c. *an isolated*
- d. *a developing*
- e. *a primitive*

For example number 42

***What problem did Princess Teja Nirmala has?***

## 2) Inferential

In inferential level of reading comprehension questions, there were 8 points in which those points as main reasons the questions types could be judged into inferential level. The points were inferring of sequence, inferring comparisons, inferring cause and effect relationship, inferring character traits, predicting outcomes, inferring about figurative language.

However, on this unit B was merely found 5 points as main reasons the questions type could be judged into inferential level. They were inferring main idea, inferring comparison, inferring figurative language, predicting outcome, inferring cause and effect relationship.

Besides, inferential level on unit B found 17 questions belonged to inferential level and it consisted of number 16, 18, 22, 23, 24, 26, 27, 30, 32, 33, 34, 35, 36, 39, 43, 44, 45.

a) Inferring main idea

For 16, 18, 22, 24, 26, 30, 34, 36, 39 were judged as inferring because it was categorized point of inferring mentioned as inferring main idea in which the questions asked student to summarize or paraphrased statement from the reading passage.

For example number 24

***What is the main idea of paragraph 4?***

- a. 70 percent of female.
- b. Poverty in the world.
- c. The conference for women.
- d. The United Nation summit attended by Secretary-General.
- e. The United Nations estimation about the number of women in poverty.

For example number 26

***What is the text about?***

- a. Myths and legends.
- b. Malin Kundang from West Sumatra.
- c. Sangkuriang from West Java.
- d. Calon Arang from Bali.
- e. Dreamtime from Australia.



b) Inferring comparison

Then number 23, 27, 35 were judged as inferring because the questions were categorized into inferring comparison because the questions asked its similarity implicitly from the selection word used by the author on the reading passage. The clue of the question type often found asking the synonym or antonym.

For example number 27

*“The Aboriginal people of Australia have many legends. The most famous of these are called the Dreamtime.” (Paragraph 2).*

*The **synonym** of the underlined word is ... .*

- a. beautiful
- b. attractive
- c. well-known
- d. interesting
- e. boring

For example number 35

*Consider the benefits of free ...” (Paragraph 1).*

*The **underlined** word is similar to ...*

- a. improvements
- b. increases
- c. captures
- d. helps
- e. advantages

c) Inferring figurative language

Then number 32 and 45 were judged as inferring because the questions were categorized into inferring figurative language because those questions asked about the literal meaning from the selection words used by the author. The clue of the question type was “refer to” .

For example number 45

*So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...*

d) Predicting outcome

Then number 43 was judged as inferring because the questions were categorized into predicting outcome. It meant the questions asked students to predict the outcome of some information which was explicitly stated on the reading text.

For example number 43

***How did Sang Prabu try to solve his daughter's problem?***

e) Inferring cause and effect relationship

Then number 44 was judged as inferring because the questions were categorized cause and effect relationship because the question asked about the reason of the author in including the certain idea and the clue of this question type was why and because.

For example number 44

***Why did the wicked fairy use her magic to make Raden Bengawan unconscious?***

### 3) Evaluation

In evaluation level of reading comprehension questions, there were 5 points in which those points as main reasons the questions types could be judged into evaluation level. The points were judgment of reality of fantasy, judgment of fact or opinion, judgment of adequacy or validity, judgment of appropriateness, judgment of worth, desirability or acceptability.

For evaluation level on unit B did not attached on this unit. Thus, there was no question type belonging to evaluation.

### 4) Appreciation

In appreciation level of reading comprehension questions, there were 4 points in which those points as main reasons the questions types could be judged into appreciation level. The points were emotional response to plot or themes, identification with character and traits, reactions to the author's use language, imagery. However, on this unit B was merely found 1 point as main reasons the questions type could be judged into appreciation level. It was emotional response to plot and themes.

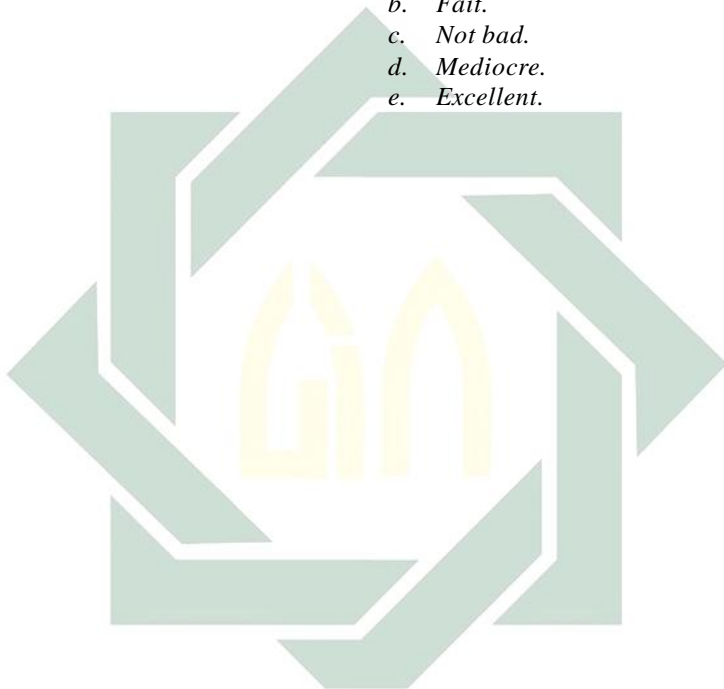
#### a) Emotional response to plot and themes.

Further, appreciation level on unit B found 1 question type. It was consisted of number 37. It was judged as appreciation because the question types presented was categorized into emotional response to plot and themes. It meant, the questions type asked about reader's feeling toward the rest of content of reading passage.

For example number 37

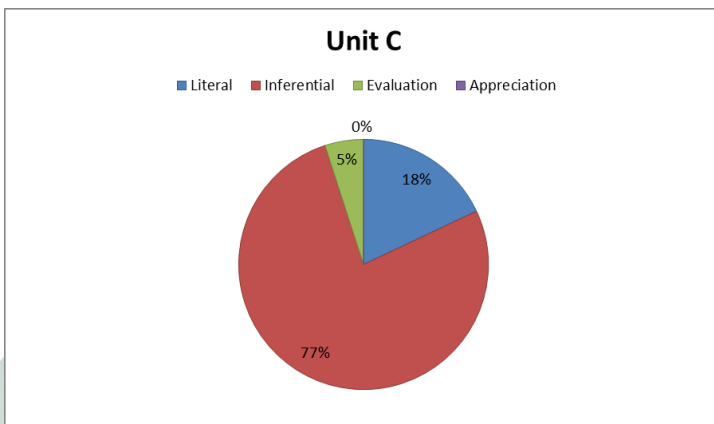
***After reading the review, how would you judge this film? It is ... .***

- a. Bad.*
- b. Fair.*
- c. Not bad.*
- d. Mediocre.*
- e. Excellent.*



### c. Unit C

The result of reading comprehension questions on final English test of unit C presented on the chart below.



**Chart 4.3 Reading Comprehension Questions on unit C**

In respect to the chart 4.3 showed that there were 18% reading comprehension questions categorized into literal comprehension, 77% was inferential, 5% was evaluation and 0% was appreciation. Hence, it could be concluded that final English test on unit C did not cover 4 level of reading comprehension questions based on Barret's taxonomy. Unit C merely covered 3 reading comprehension questions level such as literal, inferential and evaluation. Moreover, literal and inferential as LOTS (*low order thinking skill*) were dominant rather than evaluation and appreciation as HOTS (*high order thinking skill*) level in Barret taxonomy.

#### 1) Literal

In literal level of reading comprehension questions, there were 6 points in which those points as main reasons the questions types could be judged into literal level. They were recognition of details, recognition of main idea, recognition of comparison, recognition of

sequence, recognition of cause and effect relationship and recognition of character and traits. However, on this unit C was found 2 points as main reasons the questions type could be judged into literal level. They were recognition of details and recognition of cause and effect relationship.

Due to unit C, the reading comprehension question on unit C of final test consisted of 22 in total. Then, the result showed that there were 4 question types that belonged to literal comprehension question. Literal level attached on number 6, 31, 40, 42.

a) Recognition of detail

For number 6, 31, 40 questions were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place and time of the incident.

For example number 31

***The last paragraph is mainly about the fact that dolphins are ... .***

- a. *in danger and need protection*
- b. *intelligent mammals*
- c. *unique and fascinating creatures*
- d. *social animals*
- e. *fish*

For example number 40

***What is John Donaldson? He is an/a ... in XYZ company.***

- a. *Programmer*
- b. *General Manager*
- c. *Employee*
- d. *Employer*
- e. *Programmer to be*

b) Recognition of cause and effect relationship

Meanwhile, the reading comprehension question number 42 was considered to reflect literal because it was categorized into recognition of cause and effect relationship in which the questions asked about explicitly stated reason for certain happen on the reading passage.

For example number 42

*The second reason of using slang is ... .*

- a. *It shows their individuality*
- b. *It is easier to say*
- c. *It flows quicker than standard language.*
- d. *It doesn't seem boring*
- e. *It distinguishes users as part of a group or separate from another group*

## 2) Inferential

In inferential level of reading comprehension questions, there were 8 points in which those points as main reasons the questions types could be judged into inferential level. The points were inferring of sequence, inferring comparisons, inferring cause and effect relationship, inferring character traits, predicting outcomes, inferring about figurative language. However, on this unit found 4 points as main reasons the questions type could be judged into inferential level. They were inferring main idea, inferring figurative language, inferring comparison, inferring cause and effect relationship.

In line with the result, inferential level on unit C found 17 questions belonged to inferential level and it consisted of number 1, 2, 3, 4, 5, 7, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 45.

## a) Inferring main idea

For 1, 2, 7, 34, 35, 38, 41, 45 were judged as inferring because it was categorized point of inferring mentioned as inferring main idea in which the questions asked student to summarize or paraphrased statement from the reading passage.

For example number 2

***What is the purpose of the text?***

- a. *To persuade someone that music should be listened*
- b. *To inform someone about the music*
- c. *To inform the kind of music*
- d. *To explain how to listen special music*
- e. *To describe music in particular.*

For example number 7

***The last paragraph tells ... .***

- a. *The factors of student's success*
- b. *Accredited school*
- c. *Unaccredited school*
- d. *Student's success because of personality*
- e. *Influence of school's distance to student's home*

For example number 35

***From the text, we can infer that...***

- a. *Barry Whiting is happy because his application is goal*
- b. *Barry Whiting sent his application letter on April, 2nd 2010*
- c. *Barry Whiting is the best applicant*



- d. *Barry Whiting is not qualified for the position*
- e. *John Kurts will not contact Barry*

b) Inferring figurative language

Then number 3, 5, 36, 44 were judged as inferring because the questions were categorized into inferring figurative language. It meant the questions ask about literal meaning from the selection words that used by the author.

For example number 5

*“Student from an accredited school has more open door than student with an unaccredited one.” (paragraph 2)*

*The word “one” in the sentence **refers to***

- a. *Student*
- b. *Candidate*
- c. *School*
- d. *Friend*
- e. *Label*

For example number 44

*“Daily teen conversations can be incomprehensible to many parents and adults.”*

***What does the underlined mean?***

- a. *Can be understood easily*
- b. *Cannot be understood*
- c. *Must not be understood*
- d. *Should be understood*
- e. *Could not have been understood easily.*

## c) Inferring comparison

Then number 4, 32, 37, 39, 45 were judged as inferring because the questions were categorized into inferring comparison. It meant the questions ask about similarity or differences from the selection used by the writer.

For example number 4

*“However it is a hard choice since there are many factors which need to be... .”*

*The underlined word can be replaced with ...*

- a. As
- b. Because
- c. Nevertheless
- d. Although
- e. Despite

## d) Inferring cause and effect relationship

Then number 33 was judged as inferring because the questions were categorized into inferring cause and effect relationship. It meant the questions asked about the reason of the author to include certain words on its writing and the clue of this question type was why and because.

For example number 33

**Why** are dolphins called as social mammals?

**Because** they

- a. have protected shipwrecked sailor from sharks
- b. are related to whales and porpoises
- c. live together in groups
- d. are playfulness, curiosity and quick ability to learn
- e. are attractive.

### 3) Evaluation

In evaluation level of reading comprehension questions, there were 5 points in which those points as main reasons the questions types could be judged into evaluation level. The points were judgment of reality of fantasy, judgment of fact or opinion, judgment of adequacy or validity, judgment of appropriateness, judgment of worth, desirability or acceptability. However, on this unit merely found 1 point as main reason the questions type could be judged into evaluation level. It was judgment of worth, desirability, acceptability.

a) Judgment of worth, desirability, acceptability

For evaluation level on unit C found 1 question belonged to evaluation. It was consisted of number 43. It was judged as evaluation because the question was categorized points into judgment of worth, desirability or acceptability. It meant the questions tended to call for judgment based on the reader's perspective toward the content of the reading passage.

For example number 43

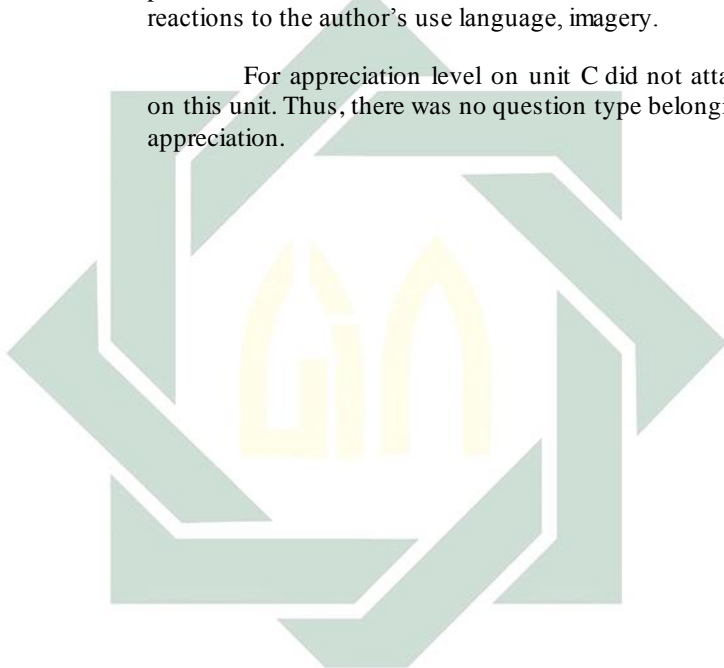
***The social function of the text is ... .***

- a. *To entertain the readers*
- b. *To persuade readers that the slang language is the case*
- c. *To persuade readers that the slang should or should not be used*
- d. *To describe a particular language*
- e. *To critic slang language for public audience.*

#### 4) **Appreciation**

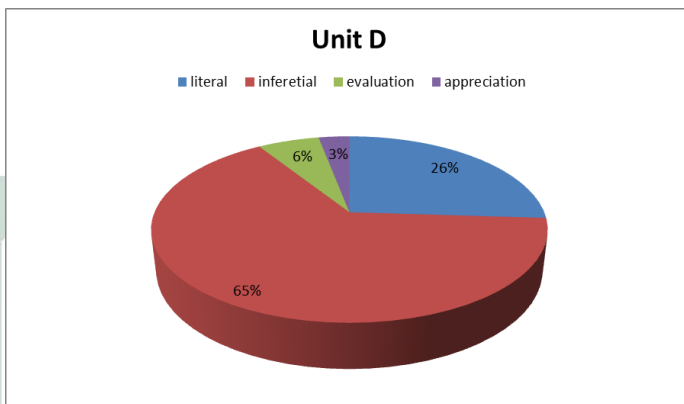
In appreciation level of reading comprehension questions, there were 4 points in which those points as main reasons the questions types could be judged into appreciation level. The points were emotional response to plot or themes, identification with character and traits, reactions to the author's use language, imagery.

For appreciation level on unit C did not attached on this unit. Thus, there was no question type belonging to appreciation.



#### d. Unit D

The result of reading comprehension questions on final English test of unit D presented on the chart below.



**Chart 4.4 Reading Comprehension Questions on unit D**

In respect to the chart 4.4 showed that there were 26% reading comprehension questions categorized into literal comprehension, 65% was inferential, 6% was evaluation and 3% was appreciation. Hence, it could be concluded that final English test on unit D covered 4 level of reading comprehension questions based on Barret's taxonomy even though the proportion of 4 level were dominated by literal and inferential as LOTS (*low order thinking skill*) rather than evaluation and appreciation as HOTS (*high order thinking skill*) level in Barret taxonomy.

##### 1) **Literal**

In literal level of reading comprehension questions, there were 6 points in which those points as main reasons the questions types could be judged into literal level. They were recognition of details, recognition of main idea, recognition of comparison,

recognition of sequence, recognition of cause and effect relationship and recognition of character and traits. However, on this unit found 3 points as main reasons the questions type could be judged into literal level. They were recognition of details, recognition of character traits, recognition of character traits and recognition of sequence.

Regarding to the unit D, the reading comprehension questions on unit D of final test consisted of 31 in total. Then, the result showed that there were 8 question types that belonged to literal comprehension question. Literal level attached on number 19, 21, 22, 25, 29, 37, 40, 42. (See appendix 2)

a) Recognition of detail

For number 19, 21, 22, 25, 40, 42 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place and time of the incident.

For example number 40

***Where is the film “KainWarnaWarni” screened?***

- a. In Jakarta
- b. In Malaysia
- c. In Malaysia and Jakarta
- d. At campuses around Jakarta
- e. At campuses around Malaysia

For example number 42

***How many films had “Teh O Ais” released?***

- a. *Three*
- b. *Four*
- c. *Five*
- d. *Six*
- e. *Seven*

b) Recognition of character traits

Meanwhile, the reading comprehension question number 29 was considered to reflect literal because it was categorized into recognition of character traits because the question asked about information explicitly of character which illustrates the type of person they are.

For example number 29

***The last paragraph is mainly about the fact that dolphins are ...***

- a. *in danger and need protection*
- b. *intelligent mammals*
- c. *unique and fascinating creature*
- d. *social animals*
- e. *fish*

c) Recognition of sequence

Then, reading comprehension question number 37 also judged as literal because the question was categorized into point of recognition of sequence. It meant the question asked about the order incident explicitly stated on the reading passage.

For example number 37

*We can find the main issue of the text in paragraph \_\_\_\_.*

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

## 2) Inferential

In inferential level of reading comprehension questions, there were 8 points in which those points as main reasons the questions types could be judged into inferential level. The points were inferring of sequence, inferring comparisons, inferring cause and effect relationship, inferring character traits, predicting outcomes, inferring about figurative language. However, this unit merely found 6 points as main reasons the questions type could be judged into inferential level. They were inferring main idea, inferring figurative language, inferring comparison, inferring cause and effect relationship, inferring character trait, inferring supporting detail.

Besides, inferential level on unit D found 20 questions belonged to inferential level and it consisted of number 16, 17, 18, 20, 23, 24, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 38, 39, 43, 46. (See appendix 2)

### a) Inferring main idea

For number 16, 18, 23, 24, 28, 36, 39, 43 were judged as inferring because it was categorized point of inferring mentioned as inferring main idea in which the questions asked student to summarize or paraphrased statement from the reading passage.



For example number 16

***What does the text tell us about?***

- a. *Taking leave during pregnancy*
- b. *Getting paid for volunteer work*
- c. *Having more holidays*
- d. *Having more works*
- e. *Going home early*

For example number 24

***The writer's main purpose in writing the text is to ....***

- a. *discuss how the tools of technology can improve man's way of life*
- b. *warn us against the harmful effect of air and water pollution*
- c. *explain why exhausts of cars are dangerous*
- d. *show the advantages of modern technology*
- e. *point but how man has modified the face of earth*

For example number 39

***What is the conclusion of the above text?***

- a. *Women do not have the same right as men's to get higher education.*
- b. *Women's main role is to get higher education for their live*
- c. *There is no use for woman to get higher education.*
- d. *Women's have the same right as men's to get higher education but they have right to choose their own way.*

e. *Higher education does not ensure women to get better lives.*

b) Inferring figurative language

Further, number on 17 was judged as inferring because the questions were categorized into inferring figurative language. It meant the questions ask about literal meaning from the selection words that used by the author.

For example number 17

*Employees are eligible for this program if they are full-time and have been employed here for at least one year."*

*What does "they" refer to?*

- a. *Organizations*
- b. *Volunteers*
- c. *Activities*
- d. *Supervisors*
- e. *Employees*

c) Inferring comparison

Then, the numbers of 20, 26, 27, 30, 34, 38 were judged as inferring because the questions were categorized into inferring comparison. It meant the questions asked about similarity or differences from the selection used by the writer. (See appendix 2)

For example number 20

*"Enroll soon by coming to my office!!!"*

*The underlined word **can be replaced with ....***

- a. *Resign*
- b. *Dismiss*
- c. *Register*
- d. *Join*
- e. *Separate*

d) Inferring cause and effect relationship

Besides, number 31 and 35 were judged as inferring because the questions were categorized into inferring cause and effect relationship in which the question asked about the reason of the author to include certain words on its writing and the clue of this question types were why and because.

For example number 35

***Why does Venus eclipse seldom take place? Because ...***

- a. *It is covered the surface of the sun*
- b. *The position of the earth, moon and Venus is parallel*
- c. *Venus planet seems to move to the back side of the Moon.*
- d. *The moon appears somewhere near Venus eclipse about once a month*
- e. *It is visible in the evening sky only half the time.*

e) Inferring character and traits

Then number 32 was judged as inferring because the questions were categorized into inferring character traits. It meant the questions asked the real character on the basis of explicit clue presented on the reading passage.

For example number 32

***According to the text, the most true about Leo Tolstoy is ...***

- a. *He graduated from his university*
- b. *War and Peace and Anna Karenina were written when he was still at campus*
- c. *He struggled to find meaning of life along his life*
- d. *He described important events in his works that didn't really happen*
- e. *He adopted Gandhi's message and wrote it in his book.*

f) Inferring supporting detail

Then number 46 was judged as inferring because the questions were categorized into inferring supporting detail. It meant the questions ask about guessing additional fact from incident on the reading passage.

For example number 46

***Which of the following requirements in not mentioned in the passage?***

- a. *Have curiosity about how things are formed/made*
- b. *Have a good knowledge of mathematic*
- c. *Have great natural ability in learning*
- d. *Have a strong interest in chemistry*
- e. *Have done many experiments*

### 3) Evaluation

In evaluation level of reading comprehension questions, there were 5 points in which those points as main reasons the questions types could be judged into evaluation level. The points were judgment of reality of fantasy, judgment of fact or opinion, judgment of adequacy or validity, judgment of appropriateness, judgment of worth, desirability or acceptability. However, on this unit was merely found 2 points as main reasons the questions type could be judged into evaluation level. They were judgment of worth, desirability, acceptability and judgment of appropriateness.

For evaluation level on unit D found 2 questions belonged to evaluation. It was consisted of number 44 and 45. (See Appendix 2)

- a) Judgment of worth, desirability and acceptability

For number 44 was judged as evaluation because the questions were categorized into judgment of worth, desirability and acceptability. It meant the question tended to call for judgment based on the reader's moral value and perspective.

For example number 44

***What is the social function of the text?***

- a. *to persuade readers that something is the case*
- b. *to persuade readers that something should or should not be done*
- c. *to amuse the readers*
- d. *to describe something in general*
- e. *to explain what students should fulfill to be a chemist.*

b) Judgment of appropriateness

For number 45 was judged as evaluation because the question was categorized points into judgment of appropriateness. It meant the questions asked students to judge the appropriateness of the text in which it supports to prove a subject or topic on the reading passage.

For example number 45

***What is the suitable topic of the passage?***

- a. *A chemist student*
- b. *How to become a chemist*
- c. *Requirements to become a chemist student*
- d. *The application of chemist in solving problems*
- e. *The importance of possessing good knowledge of mathematics.*

#### **4) Appreciation**

In appreciation level of reading comprehension questions, there were 4 points in which those points as main reasons the questions types could be judged into appreciation level. The points were emotional response to plot or themes, identification with character and traits, reactions to the author's use language, imagery. However, it was merely found 1 point as main reasons the questions type could be judged into appreciation level. It was reaction to the author's use language. (See **Appendix 2**)

a) Reaction to the author's use language

For appreciation level on unit D found 1 question type belonged to

appreciation. It was on number 41 and the question as judgment as appreciation because the question type was categorized into reaction to the author's use language in which the question asked about the use of words like denotation, connotation or phrase and then student must translate the meaning. Due to the question number 41 asked students to translate the connotation.

For example number 41

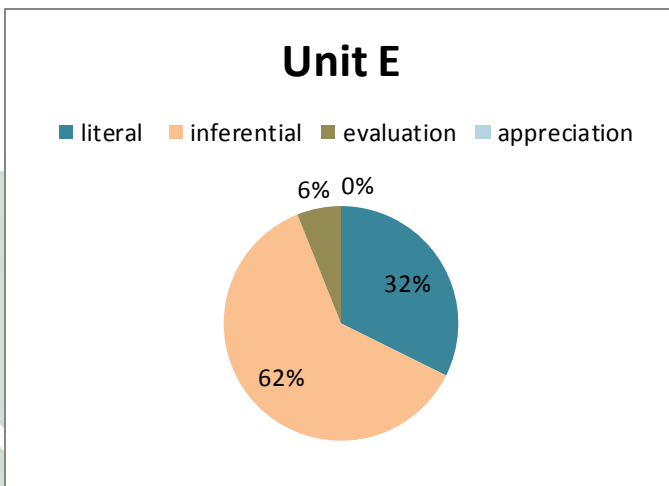
*"Life is like a cloth which can get crumpled, dirty or torn, or just stay clean, depending on the way people handle things" (paragraph 6)*

***What does the statement mean?***

- a. *We must be careful in our life.*
- b. *Life is mysterious.*
- c. *Life is dynamic and changing.*
- d. *We need cloth in our life.*
- e. *We must keep our cloth clean.*

### e. Unit E

The result of reading comprehension questions on final English test of unit E presented on the chart below.



**Chart 4.5 Reading Comprehension Questions on unit E**

In respect to the chart 4.5 showed that there were 32% reading comprehension questions categorized into literal comprehension, 62% was inferential, 6% was evaluation and 0% was appreciation. Hence, it could be concluded that final English test on unit E did not cover 4 level of reading comprehension questions based on Barret's taxonomy. Unit E merely covered 3 reading comprehension questions level such as literal, inferential and evaluation. Moreover, literal and inferential as LOTS (*low order thinking skill*) were dominant rather than evaluation and appreciation as HOTS (*high order thinking skill*) level in Barret taxonomy.



### 1) Literal

In literal level of reading comprehension questions, there were 6 points in which those points as main reasons the questions types could be judged into literal level. They were recognition of details, recognition of main idea, recognition of comparison, recognition of sequence, recognition of cause and effect relationship and recognition of character and traits. However, this unit merely found 3 points as main reasons the questions type could be judged into literal level. They were recognition of details, recognition of sequence and recognition of cause and effect relationship.

Regarding to the unit E, the types of reading comprehension question found on unit E of final test consisted of 31 in total. Then, the result showed that there were 10 question types that belonged to literal comprehension question. Literal level attached on number 20, 22, 24, 25, 32, 35, 37, 40, 41, 42.

#### a) Recognition of detail

For number 20, 22, 24, 35, 37, 40 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place and time of the incident.

For example number 24

***How many activities does she do before she connects the hoses from the full gas tanks to the burner?***

- a. 3
- b. 2
- c. 4
- d. 1
- e. 5

For example number 35

***Which place*** did the writer and her friends not visit in their holiday?

- a. Semarang
- b. Tlatar
- c. A special nature park
- d. A beautiful pond
- e. Badhe Dam

b) Recognition of sequence

Meanwhile, the reading comprehension question number 25, 32, 41 were considered to reflect literal because it was categorized into recognition of sequence in which the question reflects the order of incident explicitly stated on the selection of reading passage.

For example number 25

*The pilot turns on the gas burner and points the flame into the 'mouth' of the balloon hoping that the baloon **will**...*

- a. Be filled with cold air from fan
- b. Slowly stands up
- c. Be hot enough to get the ballon
- d. Be heat up the air in the balloon a bit more
- e. Rise off the ground

For example no. 41

*What does the larva **do during** the most of its life?*

- a. *concentrates all its efforts on the task of finding a mate and reproducing*
  - b. *seeks a female with whom it can mate*
  - c. *feeds and builds up its food reserves*
  - d. *collects its food reserves*
  - e. *encases itself in a pupal skin*
- c) Recognition of cause and effect relationship.

Further, the reading comprehension question number 42 was considered to reflect literal because it was categorized into recognition of cause and effect relationship. It meant the questions asked about explicitly reason for certain happen on the reading passage.

For example number 42

***Why can't adult glow-worm live longer?***

- a. *It has no mouth parts*
- b. *It leaves its pupa*
- c. *It can't concentrate all its efforts on the task of finding a mate*
- d. *It can't fulfill the shape of fully grown larva*
- e. *Its light is much fainter than the adult female's*

## 2) Inferential

In inferential level of reading comprehension questions, there were 8 points in which those points as main reasons the questions types could be judged into inferential level. The points were inferring of sequence, inferring comparisons, inferring cause and effect relationship, inferring character traits, predicting outcomes, inferring about figurative language. However, on this unit was merely found 4 points as main reasons

the questions type could be judged into inferential level. They were inferring character trait, inferring supporting detail, inferring figurative language and inferring main idea.

Moreover, inferential level on unit E found 19 questions belonged to inferential level and it consisted of number 16, 17, 18, 19, 21, 23, 26, 28, 29, 30, 31, 33, 34, 36, 39, 43, 44, 45.

a) Inferring character trait

For 16 was judged as inferring because it was categorized into point of inferring character trait because the question asked about the real character which is not explicitly stated on the reading passage.

For example number 16

***The character of Jill in this film was ....***

- a. *Embarrassing, annoying, calm and funny*
- b. *Embarrassing, diligent, rude and funny*
- c. *Stubborn, annoying, rude and funny*
- d. *Embarrassing, annoying, rude and funny*
- e. *Stubborn, diligent, rude and funny*

b) Inferring supporting detail

For number 17, 30 and 34 were judged as inferring because it was categorized into point of inferring supporting detail. It meant the question asked about additional fact from the incident on the reading passage. For example no. 17

***Which statement is NOT TRUE according to the text above?***

- a. *Jack and Jill were played by Adam Sandler.*

- b. *The reviewer keens the film.*
- c. *Certain parts of the scene could upset people who are easily offended.*
- d. *The film is not bad for those who want a laugh.*
- e. *Some of the jokes are foul for most audiences.*

For example no. 34

***The followings*** are what they could get to the way to Tlatar, ***EXCEPT ...***

- a. *The way to get there was really nice.*
  - b. *They could see the fields and woods around with the beautiful mountain behind them.*
  - c. *They could feel the fresh air which was difficult to be found in Semarang.*
  - d. *They could swim and fishing.*
  - e. *They enjoy the view along the street.*
- c) Inferring figurative language

Then number 18, 23, 31 and 39 were judged as inferring because the questions were categorized into inferring figurative language in which those questions asked about the literal meaning from the selection words used by the author.

For example number 18

*She was embarrassing, annoying, rude and funny. (paragraph 2)*

***The word “she” refers to ...***

- a. *The writer*
- b. *Jack*
- c. *Jill*

d. *Adam Sandler*

e. *The reviewer*

For example no. 39

*"... but many others are too addicted to quit" (Paragraph 1)*

***The word addicted means \_\_\_\_ .***

- a. *Lazy to do something*
- b. *Worried to do something*
- c. *Unable to stop something*
- d. *Reluctant to do something*
- e. *Willing to stop something.*

d) Inferring main idea

For number 19, 21, 28, 29, 36, 43, 44, 45 were judged as inferring because those questions were categorized into inferring the main idea. It meant the questions asked student to summarize or paraphrased statement from the reading passage.

For example number 29

***What does the text tell you about?***

- a. *A war film*
- b. *A critique to a movie*
- c. *A story about American soldiers*
- d. *A movie entitled "We Were Soldiers"*
- e. *A battle of American soldiers and Vietnamese soldiers.*

e) Inferring comparison

For number 26 was judged as inferential because the questions were categorized into inferring comparison in

which the questions asked its similarity or differences implicitly from the selection word used by the author on the reading passage.

For example no. 26

*The cables also go under the basket in order to hold everything together.*

***The antonym of the underlined word is ...***

- a. Grip
- b. Discharge
- c. Withstand
- d. Keep
- e. Restrain

### **3) Evaluation**

In evaluation level of reading comprehension questions, there were 5 points in which those points as main reasons the questions types could be judged into evaluation level. The points were judgment of reality of fantasy, judgment of fact or opinion, judgment of adequacy or validity, judgment of appropriateness, judgment of worth, desirability or acceptability. However, this unit merely found 2 points as main reasons the questions type could be judged into evaluation level. They were judgment of appropriateness and judgment of worth, desirability and acceptability.

Further, the evaluation level on unit E found 2 question types. It was consisted of number 27 and 38.

#### **a) Judgment of appropriateness.**

For number 27 was judged as evaluation because the question type was categorized points into judgment of appropriateness. It meant the questions asked students to judge the appropriateness

of the text in which it supports to prove a subject or topic on the reading passage.

For example number 27

***What is the topic of paragraph above?***

- a. *The pregnant woman.*
  - b. *How to get a healthy baby.*
  - c. *How to save pregnant mother.*
  - d. *The exercise for the pregnant woman.*
  - e. *The suggestion for the pregnant woman.*
- b) Judgment of worth, desirability and acceptability

Meanwhile for number 38 was judged as evaluation because the questions were categorized into judgment of worth, desirability and acceptability. It meant the question tended to call for judgment based on the reader's moral value and perspective.

For example number 38

***The text suggests that \_\_\_\_ .***

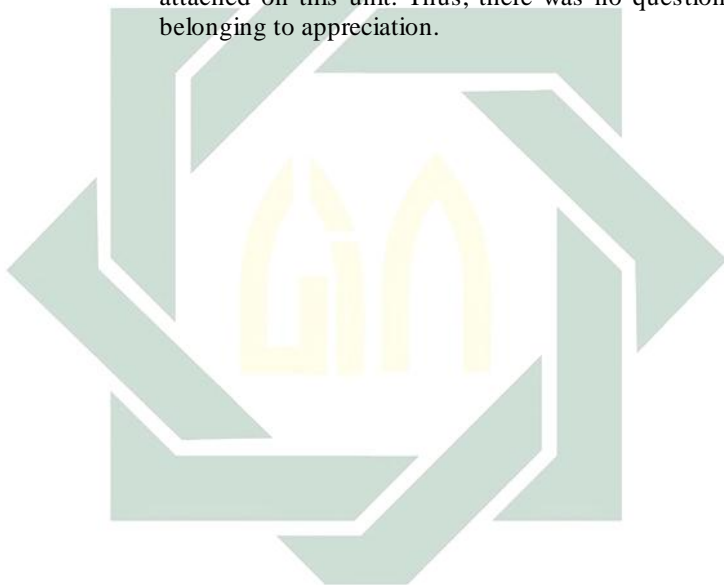
- a. *A cigarette with low tar is healthier*
- b. *Smoking is dangerous for people's health*
- c. *There is not any nicotine in low tar cigarette*
- d. *Low tar cigarettes are free from carbon monoxide*
- e. *Smoking many cigarettes with low tar is economical.*



#### 4) **Appreciation**

In appreciation level of reading comprehension questions, there were 4 points in which those points as main reasons the questions types could be judged into appreciation level. The points were emotional response to plot or themes, identification with character and traits, reactions to the author's use language, imagery.

Further, for appreciation level on unit E did not attached on this unit. Thus, there was no question type belonging to appreciation.



## **2. Barret's taxonomy's level mostly found on reading comprehension questions**

From the data gained by checklist presented that inferential level was dominated on each unit from unit A till unit E, the second one dominated by literal level. Regarding to the case after analyzing the questions type mostly found on the reading test, the researcher related those levels into the categorized of good reading comprehension questions. As Barret stated that good reading comprehension questions were classified into 3 categories. They were ideal, moderate and bad.

As found on unit A, it did not cover all 4 level of Barret but it merely covered 3 levels. Then, the highest level found was inferential 58% and it was followed by literal 29% and evaluation 13%. Due to the result, unit A was categorized into moderate reading comprehension questions, since the lower order (literal and inferential) were dominant than higher order (evaluation and appreciation) in which between LOTS and HOTS were not in balance number on Barret's taxonomy.

Further, unit B found that it did not cover all 4 level of Barret but it merely covered 3 levels. Then, the highest level found was inferential 59% and it was followed by literal 38% and 3% appreciation. Due to the result, unit B was categorized into moderate reading comprehension questions, since the lower order (literal and inferential) were dominant than higher order (evaluation and appreciation) in which between LOTS and HOTS were not in balance number on Barret's taxonomy.

Then, unit C found that it did not cover all 4 level of Barret but it merely covered 3 levels. Then, the highest level found was inferential 77% and it was followed by literal 18% and 5% evaluation. Due to the result, unit C was categorized into moderate reading comprehension questions, since the lower order (literal and inferential) were dominant than higher order (evaluation and appreciation) in which between LOTS and HOTS were not in balance number on Barret's taxonomy.

For unit D covered 4 level of Barret taxonomy, the highest level was inferential 65% and it was followed by literal 26%, evaluation 6%, appreciation 3%. Due to the result, unit D was categorized into moderate reading comprehension

questions, since the lower order (literal and inferential) were dominant than higher order (evaluation and appreciation) in which between LOTS and HOTS were not in balance number on Barret's taxonomy.

Besides, unit E merely covered 3 level of Barret taxonomy. Then, the highest level was found on inferential 62% and it was followed by literal 32%, evaluation 6% Due to the result, unit D was categorized into moderate reading comprehension questions, since the lower order (literal and inferential) were dominant than higher order (evaluation and appreciation) in which between LOTS and HOTS were not in balance number on Barret's taxonomy.

To sum up, the level mostly found reading comprehension questions were still on middle level (inferential). However, inferential level was still considered as part of lower order thinking skill on Barret taxonomy. As case indicated that all units did not have balance number between LOTS and HOTS, thus, all unit of final test were categorized into moderate reading comprehension questions.

## **B. Discussion**

### **1. Reading comprehension questions on Final Test**

Regarding with the objective of this research, the researcher attempted to analyze reading comprehension question types found on final English test through some criteria of Barret taxonomy and the domination level presented on the final test. The discussion was supported by the theories in order to identify the differences and similarity of this current research with the theories and previous study.

The result finding of unit A proved that reading comprehension questions did not reflect 4 level of Barret taxonomy in balance number. The final English test of unit A mainly covered of literal and inferential. Whereas, the evaluation was presented on small number and appreciation did not presented on the test. This current research had similar finding with the previous study which was conducted by Selvin Priscilla Wardana even though the previous study analyzed on

reading examination for university student.<sup>82</sup> Based on the result, there were merely 3 levels of question covered such as literal, inferential and evaluation. There were 46% questions for literal, 50% questions types in inferential level, 4% question in evaluation level and there was no question in appreciation level. Then, the previous researcher asserted that HOTS were lower than LOTS since the lecturer did not design reading comprehension questions accordance with the objective of reading syllabus used on the university. In contrast with the current research, the researcher assumed that the teacher designed reading comprehension questions with noticing of the syllabus first and breaking down the base competence or KD.

Dealing with the chart 4.1, it showed that inferential was higher proportion than the other level. Thus, reading comprehension questions on unit A could be classified into “moderate”. It was caused that each unit was not in balance number between LOTS (literal, inferential) and HOTS (evaluation and appreciation) in which LOTS were dominant. This case was an agreement with Barret who asserted that reading comprehension questions had 3 criteria such as ideal, moderate and bad.

Besides, the finding also indicates that the reading comprehension questions were likely made by English teacher for unit A were relatively easy in which it facilitated to answer directly on the reading passage. The finding on unit A refuted to the regulation of education ministry no. 69 which asserted that teacher must attach and measure HOTS questions to facilitate HOTS.<sup>83</sup> Besides, Indonesian Curriculum no.81a 2013 demanded students to be able think logically, systematically, think inductively and think deductively using information that they had.<sup>84</sup> It meant, students should be given HOTS activity after reading to elicit their comprehending.

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<sup>82</sup> Selvin Priscilla Wardana “Categories of questions used in reading examinations at English department of Widya Mandala Surabaya Catholic University”, (Widya Mandala Surabaya Catholic University, 2014)

<sup>83</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no. 69, 2013 tentang Implementasi Kurikulum

<sup>84</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no 81, 2013 tentang Implementasi Kurikulum.

The second finding of unit B also found that reading comprehension questions were dominant by literal and inferential. Meanwhile, the evaluation did not cover on the final test and the appreciation presented on small number. This current research had similar finding with the previous study who conducted by Irene Chandra even though her research on analyzing textbook and appreciation did not presented.<sup>85</sup> Based on the result, there were 70 questions in literal, 58 questions in inferential, 1 question in evaluation and there was no belonging to appreciation. Hence, it showed that HOTS were lower than LOTS if it was viewed on Barret's taxonomy.

Chart 4.2 showed that inferential was higher proportion than the other level. Inferential comprehension was middle stage not the lowest one, but, it was still categorized into LOTS because of HOTS in Barret's taxonomy consisted of evaluation and appreciation. Besides, reading comprehension questions on unit B could be classified into "moderate". It was caused that each unit was not in balance number between LOTS (literal, inferential) and HOTS (evaluation and appreciation) in which LOTS were dominant. This case was an agreement with Barret who asserted that reading comprehension questions had 3 criteria such as ideal, moderate and bad. Further, the researcher assumed the possible cause that there was no question developed by teacher belong to HOTS categories since the text chosen perhaps difficult for teacher to design evaluation and appreciation questions.

Then, the finding on unit B refuted to the regulation of education ministry no. 69 which asserted that teacher must attach and measure HOTS questions to facilitate HOTS.<sup>86</sup> Besides, Indonesian Curriculum no.81a 2013 demanded students to be able think logically, systematically, think inductively and think deductively using information that they

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<sup>85</sup> Candra, Irene. "The Classification of Reading Comprehension Questions in Senior High School Textbook Entitled "English" Using Barrett's Taxonomy. English Faculty of Teacher Training and Education", (Widya Mandala Catholic University, Surabaya, 2014)

<sup>86</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no. 69, 2013 tentang Implementasi Kurikulum

had.<sup>87</sup> It meant, students should be given HOTS activity after reading to elicit their comprehending.

Further, the finding of unit C did not reflect 4 level of reading comprehension questions based on Barret's taxonomy. Unit C had same finding with unit A in which there was no questions belonging to appreciation. This unit merely covered literal, inferential and evaluation, even though, the evaluation merely presented on the small number. The dominated level in unit C was inferential level in which was also categorized into LOTS in Barret's taxonomy. However, exercises on unit C already asked student to not only recall or find fact from reading passage but also get deeper understanding about the reading passage.

Dealing with the chart 4.3, it showed that inferential was higher proportion than the other level. Thus, reading comprehension questions on unit D could be classified into "moderate". It was caused that each unit was not in balance number between LOTS (literal, inferential) and HOTS (evaluation and appreciation) in which LOTS were dominant. This case was in keeping with Barret who asserted that reading comprehension questions had 3 criteria such as ideal, moderate and bad.

Besides, the finding also indicates that the reading comprehension questions designed by English teacher for unit C was more focusing on the middle level of comprehension and lower level. Perhaps, the purpose was to bring students to think step by step starting from the lowest until they came up to the middle level and later to the highest. It was in line with Searfiss and Readence who asserted that the exercise should be arranged from the easiest to difficulties.<sup>88</sup> However, the finding on this unit still refuted to the regulation of education ministry no. 69 which asserted that teacher must attach and measure HOTS questions to facilitate HOTS.<sup>89</sup> Besides, Indonesian

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<sup>87</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no 81, 2013 tentang Implementasi Kurikulum.

<sup>88</sup> Lyndon W Searfoss and John E Readence. "Helping Children Learn to read" (New Jersey: Prentice-Hall, Inc, 1985)

<sup>89</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no. 69, 2013 tentang Implementasi Kurikulum

Curriculum no.81a 2013 demanded students to be able think logically, systematically, think inductively and think deductively using information that they had.<sup>90</sup>

Then, the finding on unit D showed reading comprehension questions reflected 4 level of Barret's taxonomy. Even though the proportion of evaluation and appreciation were not balance with literal and inferential. The finding on unit D matched with the existing theory about reading comprehension questions should cover 4 level of Barret's taxonomy.<sup>91</sup> This current result of this research had similar finding with the previous study who conducted by Risalatil Umami even though she analyzed student's ability in constructing reading comprehension question items based on Bloom's taxonomy.<sup>92</sup> The result illustrated that the students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective was fair. From the percentage of the test showed that only 2,43% questions was in creating level, 18,69% in evaluating level, and 29,26% in analyzing level.

Furthermore, the highest-level thinking in cognitive level of bloom taxonomy were creating, evaluating, and analyzing. In fact, student's question was in remembering level (11,38%), understanding (15,44%), applying (22,76%). Referring back to this current research, the dominant level presented was inferential and the second one was literal. Even though this current research used different theory with the previous study, both of the research had same finding result in which the designing reading comprehension questions were dominant in LOTS rather than HOTS.

Dealing with the chart 4.4 showed that inferential was higher proportion than the other level. Inferential comprehension was middle stage not the lowest one, but, it was still categorized into LOTS because of HOTS in Barret's

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<sup>90</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no 81, 2013 tentang Implementasi Kurikulum.

<sup>91</sup> Mary M Dupuis & Eunice N Askov. "Content Area Reading: An Individualized Approach". (Englewood Cliffs, NJ: Prentice-Hall, Inc, 1982), 29

<sup>92</sup> Risalatil Umami "Student's ability in constructing reading comprehension question items in critical reading class", (State Islamic University of Sunan Ampel Surabaya, 2016)

taxonomy consisted of evaluation and appreciation. Moreover, reading comprehension questions on unit D classified into “moderate”. It was caused that each unit was not in balance number between LOTS (literal, inferential) and HOTS (evaluation and appreciation) in which LOTS were dominant. This case was in keeping with Barret who asserted that reading comprehension questions had 3 criteria such as ideal, moderate and bad.

Further, the researcher assumed the possible cause that unit D reflect 4 level of comprehension of Barret since the teacher wanted to give question types in which students could experience in every level starting LOTS and come up to HOTS. The finding on unit D was different with the result finding of unit A, C, and E in which the appreciation did not be presented. Perhaps, it indicated that the teacher wanted to give chance for students in comprehending literacy technique, or emotional response to the passage. Another reason due to the finding, the research assumed that students were trained to pick up explicit and implicit information to comprehend the passage. The statement was strengthened by the number of evaluation items which were presented merely 2 of 31 comprehension questions and appreciation which was merely 1 of 31 comprehension questions.

According to Webb the kinds of questions which can develop student’s understandings were those can lead them to think critically based on the text.<sup>93</sup> The statement was similar with learning method of 2013 widely known scientific approach. In sum, although the reading comprehension questions on unit D needed were not in an equal distribution, the reading comprehension questions on unit D provided students all exercises needed to achieve learning objective. The levels of the reading comprehension questions meet criteria or reflect with the level of learning objectives so the reading exercises are sufficient for facilitating the reading learning process in the classroom.

Therefore, the finding on unit D was conformed to the regulation of education ministry no. 69 which asserted that

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<sup>93</sup> A, Webb.” Creating Disussion Questions”. (Western Ichigan University, 2016).



teacher must attach and measure HOTS questions to facilitate HOTS.<sup>94</sup> Besides, Indonesian Curriculum no.81a 2013 demanded students to be able think logically, systematically, think inductively and think deductively using information that they had.<sup>95</sup> It could be concluded unit D met with learning objective of K-13 and reflected all level of Barret taxonomy.

Further, the result finding of unit E did not reflect 4 level of reading comprehension questions based on Barret's taxonomy. Unit E had same finding with unit A and unit C in which there was no questions belonging to appreciation. This unit merely covered literal, inferential and evaluation, even though, the evaluation merely presented on the small number. The dominated level in unit E was inferential level and the second was literal level in which were categorized into LOTS in Barret's taxonomy.

Dealing with the chart 4.5, it showed that inferential was higher proportion than the other level and perhaps the teachers were more likely to focus providing exercise on the middle level than other. Then, reading comprehension questions on this unit D classified into "moderate". It was caused that each unit was not in balance number between LOTS (literal, inferential) and HOTS (evaluation and appreciation) in which LOTS were dominant. This case was in keeping with Barret who asserted that reading comprehension questions had 3 criteria such as ideal, moderate and bad.

By having the finding, it indicated that students were trained to pick up explicit and implicit information to comprehend the passage. The statement was strengthened by the number of evaluation items which were only 2 of 31 comprehension question and there was no question which was categorized into appreciation level. Besides, the researcher also assumed that the possible cause that may teacher did not design appreciate level on this unit was dealing with the teacher's creativity in developing reading comprehension questions.

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<sup>94</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no. 69, 2013 tentang Implementasi Kurikulum

<sup>95</sup> Peraturan Menteri Pendidikan dan Kebudayaan RI no 81, 2013 tentang Implementasi Kurikulum.

Developing various questions were not an easy task to do since teachers were required to have knowledge about good reading comprehension questions. The other reason perhaps indicated with Day and Park who argued that if teacher tests student through multiple choice, it only used for measure literal and inferential.<sup>96</sup> Thus, the use of multiple choices in reading comprehension questions did not give a place to measure student's ability in evaluation and appreciation level.

Hence, the finding on unit E still refuted to the regulation of education ministry no. 69 which asserted that teacher must attach and measure HOTS questions to facilitate HOTS. Besides, Indonesian Curriculum no.81a 2013 demanded students to be able think logically, systematically, think inductively and think deductively using information that they had.

Based on all the findings, it could be concluded that reading comprehension questions on unit A, B, C, D, E did not cover 4 level of Barret taxonomy in balance number, so then, those units classified as "moderate" reading comprehension questions. It was in keeping with Barret who asserted that reading comprehension questions were considered "moderate" if reading comprehension passage was followed by reading comprehension questions of LOTS (literal and inferential) and HOTS (evaluation and appreciation) in not balance number. Due to the finding on each unit, it proved that LOTS was higher than HOTS.

Even though those units were classified into "moderate", it did not mean that all of units did not reflect or cover 4 level of Barret taxonomy. Due to the result, there was 1 unit which covered 4 level of Barret taxonomy. The unit reflected 4 level of Barret taxonomy was unit D. The other units merely covered 3 level of Barret taxonomy. In conclusion, it could be stated that unit D became one of reading comprehension question which affirmed with the regulation of education ministry no. 69 and 81 dealt with curriculum 2013.

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<sup>96</sup> Richard R. Day and Jeou-suk Park "Developing reading comprehension questions". Reading in a Foreign Language Journal, Vol 17, No 1, April. ISSN 1539-0578 (Hawaii, 2005), 61

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with the results of the research by giving conclusions and suggestions. The conclusions are based on the results of the research and the suggestions are referred to the teacher and other researchers.

#### A. Conclusions

##### 1. Reading comprehension questions on final test

Based on the findings on the previous chapter, it could be inferred all units of final test presented with the criteria of levels on Barret's taxonomy. Even though, each of unit had different result, for unit A merely reflected 3 level of Barret taxonomy such as literal, inferential and evaluation. In contrast, unit B merely reflected 3 with barret taxonomy that consisted of literal, inferential and appreciation. For unit C reflected 3 levels of Barret that consisted of literal, inferential and evaluation. On the other hand, unit D could reflect all of level of Barret taxonomy. It was consisted of literal, inferential, evaluation and appreciation. Moreover, unit E had same finding like unit A and C in which it merely reflected 3 levels of Barret taxonomy.

##### 2. Categorizing level mostly found into good reading comprehension questions

In relation to the result, there were literal and inferential levels dominant to be presented on final English test if it was viewed of Barret's taxonomy. From 137 reading comprehension questions classified from 5 units of final English tests, there were 40 literal question types, 87 were inferential question types, 8 were evaluation and 2 were appreciation level of questions.

Thus, the reading comprehension questions made by English teacher on final test could be categorized into moderate reading comprehension question. It meant that the levels of barret taxonomy presented on the final test

between HOTS (evaluation and appreciation) and LOTS (literal and appreciation) were not in balance number. It also showed that LOTS were main concern on final English test.

Further, it was clear that teachers needed improvement in designing a test because those crucial principles necessary for constructing good test items were not met in the final English test. Hence, designing reading comprehension questions which covered all levels of questions based on Barrett's taxonomy was needed to stimulate and help students comprehend the reading passage attached on the final English test.

## **B. Suggestions**

Based on the research findings and discussion, the researcher offers some suggestions. These suggestions are addressed to the teacher as a leader in the classroom and other researchers to improve the deeper results.

### **1. For the Teacher**

It is suggested that teacher should notice on the following aspects in designing reading comprehension questions and they can concern well about the appropriateness questions so then teacher does not merely copy and paste questions for English test from internet without noticing its proportion of all level of questions. Then, it can be consideration by the teacher to find the best way to assess student's comprehension in reading test as related to the teacher's candidate in Indonesia.

In preparing students to face national emanation, teacher could help students in understanding reading passage on the test and have appropriate numbers of reading comprehension questions which cover all levels of questions is needed. Based on that reason, it is suggested for the English teachers to notice all levels of reading comprehension questions based on Barrett's taxonomy which were literal recognition or recall, inference, evaluation and appreciation on teacher's made test.

Related with the result of this research, the English teachers were also suggested to prepare more reading comprehension questions covering the other levels of questions such as evaluation and appreciation levels of questions.

## 2. For Further Researcher

In relation to the result, it indicates that teacher did not consider the length of passage. If the reading passage was too short, the questions merely covered lower level question type. Thus, for those who were interested in designing reading comprehension questions in their research, were suggested to develop the research about teacher's belief toward designing reading comprehension question accordance with the length of reading passage and also link or compare between other theory of reading comprehension questions with the requirement of education ministry such as Curriculum of 2013 that might be have not been explored detail in this research.

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